

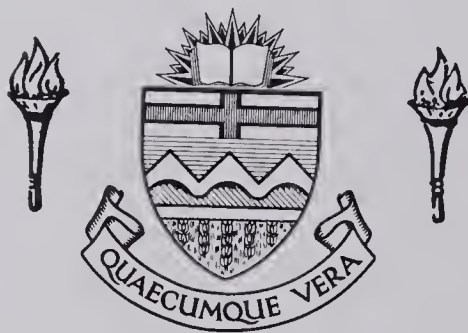
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THE UNIVERSITY OF ALBERTA

A STUDY OF STUDENTS ENROLLED IN THE ADULT EDUCATION
EVENING PROGRAM OF THE LETHBRIDGE JUNIOR COLLEGE



by

Darrel Roger Maisey

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

SEPTEMBER, 1967

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of Students Enrolled in the Adult Education Evening Program of the Lethbridge Junior College", submitted by Darrel Roger Maisey in partial fulfilment of the requirements for the degree of Master of Education.



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ABSTRACT

Reports from various sources indicate that increasing numbers of adults engage in some type of adult education activity. The three-fold purpose of this study was: (a) to determine the students' reasons for participating in adult education programs, (b) to determine their course preferences, and (c) to identify their biographical, educational, and occupational characteristics.

Data for this study were obtained by means of a questionnaire which was distributed to 1,273 students who were enrolled in forty-eight courses in the adult education evening program of the Lethbridge Junior College. The findings were presented in terms of frequencies and percentages.

The results of this study indicated that almost equal proportions of males and females engaged in the adult education program. The majority of the male students were younger than their female counterparts. About two-thirds of the adult education students had completed high school or attended a post-high school educational institution. Approximately 90 per cent of the students were homemakers or were engaged in professional, agricultural, technical and trades, or clerical and sales occupations. About two-thirds of the students were enrolled in the following course areas: Academic (Grade XII matriculation subjects), General, Agriculture, Sewing, and Teacher Upgrading. The majority of the students who indicated their intention to enrol in future adult education programs selected the above course areas as well as Business Education as their preference. Most of the adult education students stated that

their primary reasons for enrolling in the adult education program were to increase knowledge for personal satisfaction, to improve competence in a skill, to obtain high school matriculation, or to improve opportunity for job advancement.

ACKNOWLEDGEMENTS

The writer wishes to express thanks to Dr. G. M. Farmer, chairman of the thesis committee, for her guidance and counsel throughout the preparation of this study.

Thanks are also extended to Dr. G. L. Mowat and Dr. G. L. Berry who also served on the thesis committee.

Appreciation is extended to the adult education students who provided the data for this study.

To my wife, Mable, I express my gratitude for her patience and encouragement.

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CHAPTER I

INTRODUCTION

Man's search for knowledge is a continuing process. The technological revolution is changing personal, social, and occupational life so rapidly and to such an extent that no longer can we accept the assumption that "basic formal education in itself, by a sort of implanted pellet for future educational dissolvment takes care of the education of the individual once and for all."¹ Learning must be viewed as a lifetime process, a vital continuum, "a normal activity of a developing and healthy society."² According to Gnagey:

. . . all persons above twenty-five years of age need continuing learning experiences in general education, including the humanities, arts and sciences, rather than just belated schooling to patch the gaps in their earlier training.³

Havighurst states that "whatever the occupation, continued education is now seen as necessary for minimum competence, and more specialized education as necessary for positions of responsibility."⁴ He also states that "continued education is a means of maintaining active

¹Maxwell H. Goldberg, "Continuous Education as a Way of Life," Adult Education, XVI (Autumn, 1965), p. 5.

²J. R. Kidd (ed.), Learning and Society, (Toronto: Mutual Press Limited, 1963), p. 412.

³Theodore P. Gnagey, "The Coming Revolution in Education," Adult Education, XV (Autumn, 1964), p. 9.

⁴Robert J. Havighurst, "The Social Functions of Adult Education," Adult Leadership, XIII (January, 1965), p. 208.

and effective engagement with society."⁵

Cotton enumerates the following reasons for continuous learning:

- (1) there is so much important knowledge to be learned it will take a lifetime to acquire;
- (2) knowledge becomes obsolete in this changing world;
- (3) we must be continually adapting to new conditions which require new skills and knowledge;
- (4) learning takes on significance in terms of a unique experiential context;
- (5) in order to achieve growth--to realize our latent potentialities--we must be continually involved in our intellectual development.⁶

This lifelong educational process should be a liberal or liberalizing process. According to A Report of the President's Commission on Higher Education, as quoted by Stein, a liberal education aims to:

fit men and women to understand the broad cultural foundations, the significant accomplishments, and the unfinished business of their society; to participate intelligently in community life and public affairs; to build a set of values that will constitute a design for living; and to take a socially responsible and productive part in the world of work.⁷

Rapid advancement in the fields of communication, automatic data processing, space research and weaponry are causing some adults to question their ability to cope with the challenges accompanying these achievements. In his remarks concerning adults' increasing awareness of the need for continuing education, Thomas states:

⁵Ibid.

⁶Webster E. Cotton, "The Need for Adult Education--Some Major Themes," Adult Education, XIII (Autumn, 1962), p. 7.

⁷Jay W. Stein, "An Awareness Approach to Continuing Liberal-General Education," Adult Education, XIV (Spring, 1964), p. 142.

Adult education has in a few years been transformed from an idealistic, determined, intermittent, fringe enterprise to a central, practical, everyday--if little understood--concern of many individuals and organizations. In short it has become apparent to many of our citizens that there are things they do not know that they need to know, things they do not feel that they need to feel, things they do not understand that they need to understand.⁸

Houle suggests that adults cross three thresholds along the learning continuum before they achieve full awareness as continuing learners. The first threshold is crossed when the individual initially engages in some one program. The second threshold is crossed when the individual participates in a variety of learning experiences. The third threshold is crossed and the individual perceives himself as a continuing learner "when he builds continued learning so firmly within the habit pattern of his days that he takes it for granted."⁹ It is at this stage, Houle hypothesizes, that the individual is likely "to have a conscious awareness of himself as a continuing learner."¹⁰

This study attempts (a) to determine the reasons that adults give for participating in adult education evening programs, (b) to determine their course preferences, and (c) to identify biographical, educational, and occupational characteristics of the students enrolled in adult education evening programs.

⁸Alan Thomas, "The Learning Society," Learning and Society, (Toronto: Mutual Press Limited, 1963), p. 405.

⁹Cyril O. Houle, "Ends and Means in Adult Education Research," Adult Education, XII (Summer, 1962), p. 214.

¹⁰Ibid.

I. BACKGROUND

Although any edifying activity in which an adult engages can be considered adult education, researchers have sought a more precise definition. London and Wenkert define adult education as an "educational activity which takes place in an organized context,"¹¹ while Edmund deS. Brunner defines it as "all education activities in which adults engage that are part time or leisure time activities."¹² Knox defines adult education as "participation, as a part-time student, in an activity organized around some form of instruction of which the main purpose is to learn or acquire some sort of knowledge, information or skill."¹³

The definition of adult education used in one of the most comprehensive contemporary studies of participation in adult education programs includes "all activities consciously and systematically organized for the purposes of acquiring new knowledge, information, or skills."¹⁴ On the other hand, Kidd states that adult education has no precise meaning-- it includes "remedying in part the lack of early schooling, training so a man can get a better job or do a better job, supplying knowledge and skills needed by a responsible citizen, richly filling out rather than

¹¹Jack London and Robert Wenkert, "American Adult Education: An Approach to a Definition of the Field," Adult Leadership, XII (December, 1964), p. 168.

¹²Edmund deS. Brunner and Associates, An Overview of Adult Education Research, (Chicago: Adult Education Association of the U.S.A., 1959), p. 1.

¹³Alan B. Knox, "Clientele Analysis," Review of Educational Research, XXXV (June, 1965), p. 231.

¹⁴John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning, (Chicago: Aldine Publishing Company, 1965), p. 1.

drably filling in one's leisure time."¹⁵

A certain commonality pervades these definitions--activities which are educational and organized. The courses in adult education programs are educational in the broadest sense but are adult education programs organized and developed in anticipation of future needs or are they merely diversional programs?

A cursory examination of the growth of adult education in the Western world reveals an episodic pattern. The periods of greatest activity and interest in adult education have followed some political, social, or military crisis. Such events as the Industrial Revolution, the Great Depression, and the successful launching of the Russian space satellites have been followed by vigorous activity in adult education programs both in number and type of courses offered and the number of students participating.¹⁶

Each crisis altered the motive for adult education. As a result of the changes brought about by the Industrial Revolution, new jobs were created, old ones disappeared, and adult education programs were revamped to expand the educational level of the masses of people who found themselves in a new and dynamic society. During the early part of this century the motive for adult education shifted to extending and strengthening the democratic ideal. The launching of the Sputnik caused a re-examination of the West's capability in the fields of science and

¹⁵J. Roby Kidd, "Adult Education for What?" Occasional Papers on Adult Education, (Vancouver: Department of University Extension, University of British Columbia, 1955), p. 7.

¹⁶London and Wenkert, op. cit., pp. 166-167.

mathematics. The demands for upgrading and re-training were answered in part by the adult education programs. Once again the motive for adult education changed; once again there was a resurgence of activity and interest in adult education; once again a crisis resulted in a re-assessment of adult needs.

II. NEED FOR THE STUDY

Enrollment reports indicate the rapid growth of the adult education movement. The main difficulty in interpreting enrollment figures lies in the definition of adult education used by the reporting agency. One statement estimates the number of participants in adult education programs in the United States in 1963 between 30 million and 60 million.¹⁷ Johnstone and Rivera estimate that of the total adult population (20 years of age and older) in the United States as of June 1, 1962, there were "2,650,000 full-time students, 17,160,000 adult education participants, and 8,960,000 persons engaged in self-education."¹⁸ On the basis of these figures, approximately one in five adults in the United States was engaged in some educational activity between June, 1961 and June, 1962.

Table I indicates that Canadian part-time enrollment in adult education programs increased from 620,739 to 1,077,185 in the four year period, 1958-59 to 1962-63. This was an increase of 89.6 per cent. The

¹⁷John R. Hackett and Hollis B. Farnum, "A New Look at the Evening College Student," Adult Education, XII (Spring, 1963), p. 148.

¹⁸Johnstone and Rivera, op. cit., p. 33.

TABLE I

PART-TIME ENROLLMENT IN
ADULT EDUCATION ACTIVITIES IN CANADA¹

Year	Part-Time Enrollments*
1962-63	1,077,185
1961-62	1,050,350
1960-61	930,905
1959-60	664,046
1958-59	620,739

*Part-time enrollment figures include enrollment in courses classified as follows:

- (a) Academic Subjects leading to high school diploma or university degree;
- (b) Vocational and Professional Training Courses of an industrial, commercial, agricultural nature;
- (c) Informal Non-Credit Courses such as philosophy, art, religion, languages, citizenship and public affairs.

Part-time enrollment figures do not include attendance at public lectures, film showings, exhibits, performances, and similar public events.

¹Dominion Bureau of Statistics, Government of Canada, Canada Yearbook, 1961-1966, (Ottawa: Queen's Printer).

following statement appears in the report on adult education in the Canada Yearbook:

Annual DBS surveys from 1957-58 to 1962-63 show pronounced increases in enrollment in courses for credit toward a high school diploma or a university degree, and substantial enrollments in vocational adult courses. Enrollments in courses on social and other cultural subjects did not increase as rapidly but each year account for important portions of the total enrollment.¹⁹

Table II reveals that total enrollments in evening classes sponsored by Alberta public school boards, the Northern Alberta Institute of Technology, and the Southern Alberta Institute of Technology increased from 6,712 to 14,097 during the period 1960-61 to 1964-65.²⁰ This amounted to an increase of 110 per cent over the five-year period.

The most recent figures reported by the Dominion Bureau of Statistics (1963-64) show a total adult enrollment in "publicly-operated" institutions in Alberta of 153,852. Approximately 119,000 of the adults included in this figure were enrolled in agricultural adult education programs varying in length from one-day workshops to two-week courses. Roughly 30,000 of the adult students reported were enrolled in adult education programs sponsored by university extension departments, public libraries, private business schools, private trade schools, museums and art galleries, and industrial training programs.²¹

¹⁹Dominion Bureau of Statistics, Government of Canada, Canada Yearbook, (Ottawa: Queen's Printer, 1966), p. 371.

²⁰Alberta Department of Education, Annual Reports: 1961-1965, (Edmonton: Queen's Printer).

²¹Dominion Bureau of Statistics, Government of Canada, Survey of Adult Education: 1963-64, (Ottawa: Queen's Printer, 1966), pp. 26-27.

TABLE II

AVERAGE MONTHLY ENROLLMENTS IN ADULT EVENING CLASSES
IN PUBLICLY SUPPORTED EDUCATIONAL INSTITUTIONS IN ALBERTA¹

	1960-61	1962-63	1964-65
Calgary S.D. No. 19	594	866	2,519
Edmonton S.D. No. 7	2,184	2,747	4,718
Lethbridge Junior College	297	322	318
Medicine Hat S.D. No. 76	48	181	289
Red Deer S.D. No. 104	74	n.a.	152
Other Public School Districts and School Divisions	993	688	1,044
Northern Alberta Institute of Technology	Nil	Nil	2,281
Southern Alberta Institute of Technology	2,522	2,313	2,776
Totals	6,712	7,117	14,097

¹Alberta Department of Education, Annual Reports:
1961-1965, (Edmonton: Queen's Printer).

What types of programs should be offered for adults? What direction should adult education take in the future? Before these questions can be effectively answered, specific information about adults engaged in adult education programs and their expressed reasons for taking adult education courses must be determined. London and Wenkert state that since adult education is given "organization and direction from the top, it would be exceedingly useful to discover the forces or interests which motivate the people at the bottom, people who participate and the views they have about adult education activity."²² Accordingly, answers to the following questions are necessary prerequisites for the development and expansion of adult education programs: What reasons do adult students give for participating in adult education programs? What is the educational attainment of participants in adult education programs? From what occupational categories do adult education students come? What motivates students to enrol in adult education programs? Do they perceive the adult education program as a means of obtaining re-training and upgrading? Do they perceive the adult education program as a means of preparing for constructive use of leisure time?

III. PURPOSE OF THE STUDY

The primary purpose of this study is to determine the reasons adults give for participating in adult education evening programs. The secondary purposes of this study are to determine the course preferences of the adult students, and to describe the biographical, educational, and

²²London and Wenkert, op. cit., p. 196.

occupational characteristics of the students enrolled in adult education programs.

Specifically, this study attempts to answer the following questions:

- (1) What is the distribution of adult education students by sex, age, and marital status?
- (2) Are the adult education students mainly Canadian-born? From what countries do immigrant adult education students emigrate?
- (3) How long have immigrant adult education students resided in Canada?
- (4) What is the educational attainment of the adult education students?
- (5) What is the occupational level of adult education students?
- (6) In what types of courses do adult education students most frequently enrol?
- (7) To what extent have adult education students participated in previous adult education programs?
- (8) In what types of courses do adult education students prefer to enrol in subsequent programs?
- (9) What course offerings in the adult education evening program fail to attract adult education students?
- (10) What reasons do adult education students state for enrolling in adult education evening programs?
- (11) Does a pattern exist between the expressed reasons for taking adult education evening courses and the educational attainment of the adult education students?
- (12) Does a pattern exist between the expressed reasons for taking adult education evening courses and the occupational level of the adult education students?
- (13) Does a pattern exist between the expressed reasons for taking adult education evening courses and the nationality of the adult education students?

IV. DELIMITATIONS

- (1) This study is delimited to an analysis of students enrolled in the adult education evening program of the Lethbridge Junior College from September, 1966 to April, 1967, inclusive.
- (2) Students enrolled in adult education courses offered by the University Departments of Extension or the University Evening Credit Programs are not included in this study.
- (3) Students enrolled in courses sponsored by private organizations such as the Chamber of Commerce and the Labor College of Canada are not included in this study.
- (4) This study does not include students registered in courses which met for fewer than five regular sessions.

V. DEFINITION OF TERMS

Adult Education. Adult education refers to the regular, organized evening program conducted by the Lethbridge Junior College for the purposes of acquiring knowledge, information, and/or skill.

Adult. For purposes of this study, a person participating in the adult education program who is 17 years of age or older shall be called an adult.

Student. The term "student" refers to any participant in the adult education program including a small percentage of regular high school students granted special permission to attend evening classes.

Course. In this study, "course" refers to any area of study in which instruction is given in five or more regular sessions.

CHAPTER II

REVIEW OF LITERATURE

Research reviewed in this chapter pertains to those studies which have investigated the "static" and "dynamic" factors¹ related to participation in adult education programs and those social research studies which are applicable. The "static" or personal-social factors are described by Brunner et al. as those factors

. . . not subject to immediate change through the efforts of any particular organization or agency. They are chiefly of concern to the adult educator because they indicate that the distribution of patterns of social participation in the community is associated with certain characteristics of the population. If the adult educator can determine how these characteristics are distributed, both proportionately and spatially, in his particular community, he can predict within certain limits the forms of participant activity which involve each particular segment of the population and organize programs and activities utilizing these behavior patterns.²

The "dynamic" or personal-psychological factors such as motivation, needs, and interests are important to the adult educator.

. . . they define the relationship of the individual to the organization and because group members, leaders, and professional workers can bring about change in them. There is evidence, furthermore, that it is possible to bring about changes in participation by changing dynamic factors.³

¹Edmund deS. Brunner and Associates, An Overview of Adult Education Research, (Chicago: Adult Education Association of the U.S.A., 1959), pp. 111-112.

²Ibid.

³Ibid.

While studies of adult education participants are not numerous,⁴ studies of participation in formal social associations "have been widely and intensively studied" and have "considerable significance for adult education."⁵ Verner and Newberry state that:

Since participation in any one activity is related to participation in all other social relationships, the problem cannot be studied adequately by isolating one form of association from all others; therefore, participation in organized adult education must be considered in conjunction with other phases of organized social life in the community.⁶

Research findings related to such static factors as sex, age, marital status, occupational level, and educational attainment of participants in adult education programs are reported in the first part of this chapter. Those findings related to such dynamic factors as motivation, interest, and expressed reasons for engaging in adult education programs are reported in the second part. A summary of social participation studies is presented in the final part of this chapter.

I. PERSONAL-SOCIAL CHARACTERISTICS OF ADULT EDUCATION STUDENTS

In "what is in all probability the most comprehensive inquiry about adult institutional participation' ever carried out,"⁷ Johnstone and

⁴Brunner, op. cit., p. 2.

⁵Brunner, op. cit., p. 100.

⁶Coolie Verner and John S. Newberry, Jr., "The Nature of Adult Participation," Adult Education Theory and Method, (Chicago: Adult Education Association of the U.S.A., 1965), p. 1.

⁷C. Arnold Anderson, "Professional Literature," Adult Education, XVI (Autumn, 1965), p. 41.

Rivera⁸ investigated the educational activities of 23,950 adults. From a probability sample of 13,293 American households, 11,957 contacts were made which provided data about the 23,950 adults. The researchers interviewed a special subsample of 2,845 adults drawn from the aggregate as to their reactions to continuing education. The subsample was composed of 1,808 adults representing the total adult population of the United States and 1,037 adults who had recently participated in some type of adult education program.⁹ Johnstone and Rivera compared the personal-social characteristics of the adults who were active in any way in part-time educational pursuits with the total sample of 23,950 adults. Participants were defined as those "who were active in any way in part-time educational pursuits."¹⁰

The research findings revealed that equal numbers of males and females participated in adult education programs.¹¹ More than one-half (57 per cent) of the adult participants were less than 40 years of age while more than three-quarters (79 per cent) were less than 50 years of age.¹² Johnstone and Rivera reported that 83 per cent of the participants were married, 9 per cent were single, 4 per cent were widowed, and 4 per

⁸John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning, (Chicago: Aldine Publishing Company, 1965).

⁹Johnstone and Rivera, op. cit., pp. xxvii-xxviii.

¹⁰Johnstone and Rivera, op. cit., p. 71.

¹¹Johnstone and Rivera, op. cit., p. 72.

¹²Johnstone and Rivera, op. cit., p. 73.

cent were divorced or separated.¹³

Of the 72 per cent of the participants in the labor force, 62 per cent were engaged in full-time employment. The greatest percentage of participants (23 per cent) were engaged in professional, technical and kindred occupations. Fifty-eight per cent of all participants were employed in the white-collar occupations (professional, technical and kindred; managers, officials, and proprietors; clerical and kindred; and sales workers).¹⁴ Housewives accounted for 89 per cent of the participants who were not in the labor force. Only one per cent of the participants was retired.¹⁵

The number of years of schooling reported by the participants ranged from "never attended school" (less than one per cent) to "more than 16 years" (7 per cent). Eighty-nine per cent of the participants indicated that they had attended school for more than eight years.¹⁶

Of the three indicators of socio-economic position, however (education, occupation, and income), formal schooling was found to have by far the most powerful influence on rates of learning activity. Taken together, the impact of all three factors was enormous: a person who had been to college, who worked in a white-collar occupation, and who made more than \$7,000 a year was about six times more likely to have been engaged in learning pursuits during the previous year than a person who had never gone beyond grade school, who worked in a blue-collar occupation, and whose family income was less than \$4,000 a year.¹⁷

¹³Johnstone and Rivera, op. cit., p. 74.

¹⁴Johnstone and Rivera, op. cit., p. 75.

¹⁵Ibid.

¹⁶Johnstone and Rivera, op. cit., p. 76.

¹⁷Johnstone and Rivera, op. cit., p. 7.

and were listed as separate.

Of the 11 per cent of the population in the labor force, 10

per cent were engaged in full-time employment. The 10 per cent

of population (10 per cent) were engaged in part-time, seasonal

and limited occupations. Fifty-eight per cent of all population were

employed in the white-collar occupations (professional, managerial and

technical, scientific, and in government, clerical and kindred, and

sales workers).¹ Industries accounted for 10 per cent of the population

who were not in the labor force. Only one per cent of the population

was retired.

The number of years of schooling reported by the population

aged from "never attended school" (less than one year) to "12

years or more" (12 years or more). Eighty-nine per cent of the population

indicated that they had attended school for more than eight years.

Of the 10 per cent of population of 18 years of age and over, however,

education, occupation, and income. The 10 per cent of the

population who had the most education (12 years or more) were

of working activity. These figures, the largest of all, show

that the population of 18 years of age and over who had been to college, who

worked in a white-collar occupation, and who were over 25

years of age were more likely to have been

employed in 1940 than in the previous year than a

person who had never been beyond grade school. Who worked in

a blue-collar occupation, and whose family income was less

than \$4,000 a year.

10. Johnston and Brown, 1940, p. 10.

11. Johnston and Brown, 1940, p. 11.

12. Ibid.

13. Johnston and Brown, 1940, p. 13.

14. Johnston and Brown, 1940, p. 14.

In summarizing their findings, Johnstone and Rivera stated the following social profile of the "typical" adult student:

The adult education participant is just as often a woman as a man, is typically under 40, has completed high school or more, enjoys an above-average income, works full-time and most often in a white-collar occupation, is married and has children, lives in an urbanized area but more likely in a suburb than a large city, and is found in all parts of the country, but more frequently in the West than in other regions.¹⁸

LeVine¹⁹ investigated both the personal and non-personal characteristics of participants in sixteen Community Schools for Adults on Oahu, Hawaiian Islands, in 1960. The findings of this study showed that of the 3,801 respondents, (95 per cent of the possible population), female participants out-numbered male participants two to one. The age of the participants ranged from 15 years to 79 years. Approximately 58 per cent (57.7) of the participants were under 40 years of age while about 78 per cent (77.9) were under 50 years of age. LeVine reported that slightly fewer than three-quarters (74.9 per cent) of the participants were married, 17 per cent were single, about 6 per cent (5.8) were widowed, and about 2 per cent (2.3) were divorced.²⁰ Somewhat more than one-third (36.8 per cent) of the participants checked the occupational category "housewife." The three occupational categories--service worker, craftsman or foreman, and clerical and sales--in which there were approximately

¹⁸Johnstone and Rivera, op. cit., p. 8.

¹⁹E. James LeVine, "Some Characteristics of Students in Oahu Public School Adult Classes, 1960, and Implications for Program Administration" (unpublished Master's thesis, The University of Hawaii, Honolulu, 1961).

²⁰LeVine, op. cit., p. 46.

equal numbers of participants, were checked by about one-third (36.1 per cent) of the participants.²¹

LeVine reported that the extent of formal education of the participants ranged from "fewer than 1" year to "more than 4 years college." Slightly more than three-quarters (76.9 per cent) of the participants stated that they had attended school for more than eight years.²² According to LeVine, the findings of his study tended to support the generalization that the degree of participation in adult education programs increases with the amount of formal education.²³

A study of part-time adult students in six high schools, two junior colleges, and the extension divisions of two universities, all in California, was conducted by Chapman²⁴ in 1957. This study reported the general characteristics of 6,610 adult part-time students. Approximately 53 per cent (52.9) were enrolled in the six high schools, 38.3 per cent in both junior colleges, and 8.8 per cent in both extension divisions.²⁵

The findings of this study revealed that of the total population more females than males were enrolled in adult education programs--57.1 per cent compared to 41.6 per cent. Only in junior college adult programs

²¹LeVine, op. cit., pp. 49-51.

²²LeVine, op. cit., p. 50.

²³LeVine, op. cit., p. 94.

²⁴Charles E. Chapman, "Some Characteristics of Adult Part-Time Students," Adult Education, X (Autumn, 1959), pp. 27-41.

²⁵Chapman, op. cit., p. 29.

did the percentage of male participants exceed the percentage of female participants.²⁶ Chapman reported that the adult students enrolled in junior colleges were younger than those in either high schools or extension divisions. In the "under 26" age group, 29.7 per cent of the students were enrolled in junior colleges, 17.0 per cent were enrolled in high schools, and 9.1 per cent were enrolled in extension divisions. Similarly, in the "over 45" age group 9.5 per cent were enrolled in junior colleges, 16.5 per cent were enrolled in high schools, and 25.0 per cent were enrolled in extension divisions.²⁷ Chapman noted that participation in adult education decreased with age but pointed out that "much of this decline in participation may be due to factors other than physiological age, such as education and lessening of occupational interests."²⁸

The occupations in which the participants were engaged were grouped into three clusters. The largest occupational group in the junior colleges was "craftsman, foreman" which represented 25.6 per cent of the total. This occupational category was represented by 10.5 per cent of the participants in the high schools and by 0.3 per cent of the participants in the extension divisions. The largest occupational group in the high schools was "homemaker" and was represented by 14.2 per cent of the participants in the junior colleges and 5.0 per cent of the participants in the extension divisions. The "professional and technical" occupational category was represented by 85.0 per cent of the participants in the

²⁶Chapman, op. cit., p. 32.

²⁷Ibid.

²⁸Chapman, op. cit., p. 31.

extension divisions. This category was represented by 9.5 per cent and 19.6 per cent respectively of the participants in the high schools and junior colleges.²⁹

Chapman reported that high school graduation was the highest educational attainment of 30.6 per cent of the participants enrolled in the high schools, 35.3 per cent of the participants enrolled in the junior colleges, and 1.6 per cent of the participants enrolled in the extension divisions. College graduation was the highest educational attainment of 14.5 per cent of the participants enrolled in the high schools, 10.7 per cent of the participants in the junior colleges and 81.6 per cent of the participants in the extension divisions.³⁰

A study designed to collect information about some of the characteristics and educational objectives of adult extramural students enrolled in the Division of University Extension of the University of Illinois was conducted by Carter, Kerr, and York.³¹ The sample included graduate students (25.3 per cent), undergraduate students (27.4 per cent), and non-credit students (47.3 per cent).³² Of the 3,535 adults who participated in the study, the number of male participants exceeded the number of female participants almost two to one for all types of extramural courses.³³

²⁹Chapman, op. cit., p. 34.

³⁰Ibid.

³¹Gerald C. Carter, William D. Kerr, Scott B. York, "Characteristics of Extramural Students," Adult Education, XII (Summer, 1962), pp. 223-230.

³²Carter, Kerr, and York, op. cit., p. 224.

³³Ibid.

The extramural students ranged in age from 16 years to 70 years with 70.5 per cent reported 40 years of age or less. Ninety per cent of the participants were 50 years of age or less.³⁴ Carter, Kerr, and York reported that 73.9 per cent of the participants were married, 30.9 per cent were single, 1.9 per cent were widowed, and 3.2 per cent were divorced or separated.³⁵

The findings revealed considerable variation among the three classifications in the distribution of participants by occupation. Of the total sample, more than one-quarter (29.2 per cent) of the participants were employed as teachers, 11.6 per cent employed as engineers, and 9.7 per cent employed as government workers. Employment in the occupational areas of trades, supervision, clerical, housewife, management, business, nursing, food, technicians, agriculture, industry, and social work was reported by an additional 49 per cent of the participants.³⁶ Carter, Kerr, and York reported that of the entire sample, 97.6 per cent of the participants had completed more than 8 years of education; more than one-half (56.9 per cent) of the participants had completed more than 12 years of education.³⁷

In 1957, a study of the characteristics of adult education participants was done by the Adult Education Association of the United States in co-operation with the Bureau of Census. The study, reported by

³⁴Carter, Kerr, and York, op. cit., p. 225.

³⁵Ibid.

³⁶Carter, Kerr, and York, op. cit., p. 226.

³⁷Carter, Kerr, and York, op. cit., p. 225.

Holden,³⁸ gathered data relating to the personal-social characteristics of participants and non-participants in 35,000 American households from across the United States. This study was limited to participation in organized educational classes and group meetings requiring attendance at three or more meetings.³⁹ The findings of this study were reported in the form of projected estimates for the total American population engaged in adult education activities.

Holden estimated that 13.6 per cent of the participants engaged in adult education activities were between 14 and 19 years of age. About 17 per cent (16.9) of the participants were estimated to be in the 30-45 age category while about 4 per cent (3.9) were estimated to be 60 years of age or older.⁴⁰ The percentage of the participants who had completed less than eight years of formal schooling was estimated to be 1.4 per cent, whereas the percentage of participants who had completed more than four years of college was estimated to be 25.5 per cent.⁴¹ Of the employed persons in adult education programs, 25 per cent were estimated to be in professional or technical occupations. About the same proportion (24 per cent) of the participants were estimated to be in clerical and sales occupations.⁴²

³⁸John B. Holden, "A Survey of Participation in Adult Education Classes," Adult Leadership, (April, 1958), pp. 258-260, 270.

³⁹Holden, op. cit., p. 259.

⁴⁰Holden, op. cit., p. 260.

⁴¹Ibid.

⁴²Ibid.

II. PERSONAL-PSYCHOLOGICAL FACTORS RELATED TO PARTICIPATION IN ADULT EDUCATION PROGRAMS

A number of studies have indicated that students enrol in adult education programs for many reasons "with one or more dominant"⁴³ reasons. Verner and Davis suggested that "adults enroll in educational activities in response to an internal need and to achieve some personal objective that may or may not be perceived clearly."⁴⁴ Johnstone and Rivera analyzed the reasons participants gave for engaging in adult education programs by the courses in which the participants enrolled. The findings revealed that "regardless of the category of subject studied, each reason was selected by at least some of the participants."⁴⁵ The reasons for enrolling which were selected by the participants in the Johnstone and Rivera study were:

- (1) To become a better informed person (37%)
- (2) To prepare for a new job or occupation (36%)
- (3) To help on the job I held at that time (32%)
- (4) Spend my spare time more enjoyably (20%)
- (5) To meet new and interesting people (15%)
- (6) To help in carrying out the everyday tasks and duties around home (13%)
- (7) To get away from the daily routine (10%)

⁴³Brunner, op. cit., p. 44.

⁴⁴Coolie Verner and George S. Davis, "Completions and Drop Outs: A Review of Research," Adult Education, XIV (Spring, 1964), p. 157.

⁴⁵Johnstone and Rivera, op. cit., p. 145.

(8) To help in carrying out everyday tasks and duties away from home (10%)

(9) None of these, or don't know (7%)⁴⁶

From the findings of their study, Johnstone and Rivera concluded:

. . . it is evident that vocational considerations propel younger adults into educational participation more frequently than they do older adults, and also that vocational motives for learning change over time from concerns about entering occupations to concerns about advancement within jobs already held. By comparison, older people, more often than younger, have as goals general information, social contacts, and spare-time enjoyment. Finally, it appears that more women than men turn to adult education not only to learn how to be more competent at home, but also to learn things which will help them make a more challenging use of their extra time.⁴⁷

Carter, Kerr, and York reported the percentage of extramural students who checked the following reasons for enrolling in the adult education programs:

- (1) To achieve improved performance in present position (24.4%)
- (2) To increase present knowledge for personal satisfaction (21.7%)
- (3) To achieve an advancement in position (18.4%)
- (4) To work toward an advanced degree (12.0%)
- (5) To become a more effective and more competent citizen (11.1%)
- (6) To participate in a wholesome activity (6.4%)
- (7) To work toward teacher certification requirements (5.6%)⁴⁸

According to LeVine, males stated the following as their primary reasons for enrolling in adult community schools: self-improvement, advancement in present job, chance to serve others, improve learning power,

⁴⁶Johnstone and Rivera, op. cit., p. 143.

⁴⁷Johnstone and Rivera, op. cit., p. 157.

⁴⁸Carter, Kerr, and York, op. cit., pp. 228-229.

or to obtain specialized training. Females, on the other hand, tended to state satisfaction, practicality, family living, and prestige as their primary reasons for enrolling in the adult community schools.⁴⁹

From the results of his study, Chapman concluded that two basic facts underlie the reasons why adults return to school as part-time students: (1) it is not a chance event in their lives but is determined by the individuals' dissatisfactions; and (2) they look to education as a means of resolving their dissatisfactions and as an aid in realizing their aspirations.⁵⁰ Chapman reported the following as the primary reasons which part-time participants gave for enrolling in adult education programs:

- (1) Interest in "economic enhancement" (33%)
- (2) "Cultural-intellectual" interests (14%)
- (3) Interest in "educational advancement" (14%)
- (4) Interest in "leisure-time skills" (14%)
- (5) Interest in "social skills" (7%)⁵¹

In analyzing the expressed reasons stated by the participants and the occupational group to which they belonged, Chapman stated:

The overwhelming interest of homemakers was in the areas of leisure time and social skills, whereas craftsmen, foremen, and professionals were desirous of economic advancement. The interests of clerical workers, managers, and sales workers were equally distributed among the five categories. Less skilled workers, such as service workers, laborers, and

⁴⁹LeVine, op. cit., pp. 57-61.

⁵⁰Chapman, op. cit., p. 40.

⁵¹Chapman, op. cit., pp. 34-36.

operatives, had a greater proportionate interest in education advancement than did the other occupational groups.⁵²

Davis⁵³ investigated the aspirations of 90 adults in Los Angeles from the low, middle, and high socio-economic levels who were non-participants in adult education programs. The findings revealed that aspirations expressed by all age and socio-economic groups were principally concerned with family, neighborhood, economic and job opportunities.⁵⁴ Davis reported that the lower socio-economic group expressed an awareness that lack of education was a source of difficulty and that further education was needed to assist them in overcoming their obstacles.⁵⁵

Dellefield⁵⁶ conducted a study similar to Davis' except that it was restricted to 441 Los Angeles Negro adults of low socio-economic status. Dellefield reported that aspirations reported by males were primarily related to obtaining jobs and producing an adequate income while aspirations reported by females were primarily family-oriented.⁵⁷ The respondents were reported to have desired opportunities focused on end results such as prosperity, comfort, and happiness to a much greater

⁵²Chapman, op. cit., p. 37.

⁵³Josephine Hogevoll Davis, "Adult Aspirations and Adult Education" (unpublished Doctoral Dissertation, The University of California, Los Angeles, 1965).

⁵⁴Davis, op. cit., pp. 70-83.

⁵⁵Davis, op. cit., pp. 97-109.

⁵⁶Calvin J. Dellefield, "Aspirations of Low Socio-Economic Status Adults and Implications for Adult Education" (unpublished Doctoral Dissertation, The University of California, Los Angeles, 1965).

⁵⁷Dellefield, op. cit., pp. 94-98.

degree than on education.⁵⁸ Contrary to Davis' findings, Dellefield noted that the adults in his study did not feel that education might serve as a medium by which life aspirations could be attained.⁵⁹

Houle⁶⁰ conducted a study, in the Chicago area, of 22 adults who were identified by either the author himself or his colleagues as continuing learners. Although no formal sampling procedure was used, the group of participants exhibited a diversity of personal-social characteristics. The twelve male and ten female participants ranged in age from less than 35 years to more than 65 years; almost one-half were between 35 and 50 years of age. Twelve of the participants were married, nine were single, and one was divorced. One of the participants was estimated to be in the upper socio-economic class, five in the upper-middle class, thirteen in the lower-middle class, and three in the lower class. Two of the participants had less than eight years of schooling, two had some high school education, one was a high school graduate, five had had some college education, ten were college graduates, and two participants had taken some post-graduate work. Twenty-one of the participants were white and one was non-white. Four of the participants were foreign-born; the remainder were native-born.⁶¹

⁵⁸Dellefield, op. cit., pp. 115-118.

⁵⁹Dellefield, op. cit., p. 136.

⁶⁰Cyril O. Houle, The Inquiring Mind, (Madison: University of Wisconsin Press, 1963).

⁶¹Houle, op. cit., pp. 84-85.

From his study, which involved intensive interviews with each participant, Houle identified three classifications of continuing learners on the basis of the major conception they held about the "purpose and values of continuing education."⁶² One group of continuing learners was classified as "goal-oriented" and described as learners who use education as a means of accomplishing fairly clear-cut goals.⁶³ Houle reported that the adults in this category exhibited an episodic pattern of continuing education. "Each (episode) begins with the realization of a need or the identification of an interest."⁶⁴ The second group of continuing learners was classified as "activity-oriented", that is, those who participate primarily for reasons unrelated to the purposes or content of the activities in which they engage.⁶⁵ Houle described these continuing learners as "course takers and group-joiners."⁶⁶ The third group of continuing learners was classified as "learning-oriented." According to Houle, "each particular education experience of the learning-oriented is an activity with a goal, but the continuity and range of such experiences make the total pattern of participation far more than the sum of its parts."⁶⁷ Houle reported that each of the "learning-oriented" adults had a strong desire to know, a desire to seek knowledge for its own sake. "These people have *cacoëthes studendi*, the itch to learn."⁶⁸

⁶²Houle, op. cit., p. 15.

⁶³Ibid.

⁶⁴Houle, op. cit., p. 18.

⁶⁵Houle, op. cit., pp. 15-16.

⁶⁶Houle, op. cit., p. 23.

⁶⁷Houle, op. cit., p. 24.

⁶⁸Houle, op. cit., p. 25.

A study designed to confirm Houle's orientations was reported by Sheffield.⁶⁹ According to his findings, based on the reasons given by 453 adults for participating in twenty university-sponsored conferences of more than one-day duration which were held at eight universities in the United States, Sheffield concluded that five orientations rather than three could be identified. Sheffield's classifications were: (1) learning oriented, (2) personal-goal oriented, (3) societal-goal oriented, (4) need-fulfillment oriented, and (5) sociability-oriented.⁷⁰ Sheffield described the adult education participant in each classification as follows:

- (1) Learning Oriented - participate in education as an end in itself . . .
- (2) Personal-Goal Oriented - use adult education to accomplish fairly clear-cut personal objectives; accept adult education as a way to solve problems or to pursue their unique personal interests; keenly aware of the immediate and the practical and they use education as a means to these ends . . .
- (3) Societal-Goal Oriented - use education as a means of accomplishing fairly clear-cut social or community centered objectives; educational ends seem to imply somewhat less emphasis on the immediate and practical than the personal-goal oriented . . .
- (4) Need-Fulfillment Oriented - take part because they find in the circumstances of learning a personal meaning which may have no necessary connection, and often no connection at all, with the content or the announced purpose of the activity . . .
- (5) Sociability Oriented - find interpersonal or social meaning in the circumstances of the learning with no necessary connection with the content or announced purpose of the activity . . .⁷¹

⁶⁹Sherman B. Sheffield, "The Orientations of Adult Continuing Learners" (unpublished Doctoral Dissertation, The University of Chicago, 1962).

⁷⁰Sheffield, op. cit., p. 71. ⁷¹Sheffield, op. cit., pp. 73-75.

III. SOCIAL PARTICIPATION AND ADULT EDUCATION

Knox and Videbeck⁷² studied the relationship among a group of configuration statuses and participation in both educative activities and voluntary associations. The concept of status configurations was proposed "as a way of thinking about characteristics of adults in concert rather than singly."⁷³ Status configurations were constructed from combinations of five variables---sex, social class, marital status, working status, and having children under 16 years of age in the household.⁷⁴ Educative activity was selected as the principal participatory domain for analysis; participation in voluntary associations was included for comparative purposes.⁷⁵ A participatory domain was defined by Knox and Videbeck as "the cluster of participatory acts and social relationships that relate to a single life role."⁷⁶ The findings of this study were based on multivariate analysis of 1,500 adults aged 21 through 69 selected to constitute a representative cross-section of the total adult population of one mid-western state.⁷⁷

Knox and Videbeck noted that the peak of participation was reached in young adulthood. A comparison of the degree of participation in educational activities of the 21-24 age group with the 25-29 age group revealed an increase which was significant at the .05 level. A comparison

⁷²Alan B. Knox and Richard Videbeck, "Adult Education and Adult Life Cycle," Adult Education, XIII (Winter, 1963), pp. 102-121.

⁷³Knox and Videbeck, op. cit., p. 106.

⁷⁴Ibid.

⁷⁵Ibid.

⁷⁶Ibid.

⁷⁷Knox and Videbeck, op. cit., p. 110.

of the 25-29 age group with the 30-34 age group showed a decrease in the degree of participation; the decrease was significant at the .05 level. No significant differences were found between the degree of participation and age in any other age groups.⁷⁸ The investigators found no significant difference between sex and degree of participation in educational activities.⁷⁹ The findings revealed a very high degree of participation in three subgroups when degree of participation was compared with socio-economic status:

- (1) high degree of participation of both men and women in the high socio-economic level;
- (2) high degree of participation of married males in the middle and low socio-economic level who had young children;
- (3) high degree of participation of employed women in the middle and low socio-economic level who had no young children.⁸⁰

Using the same comparisons for the analysis between status configurations and participation in adult education and between status configurations and participation in voluntary associations, Knox and Videbeck reported similar findings:

Of the fifty-one comparisons that were made between socio-economic status categories, thirty-eight comparisons showed higher status positively associated with higher participation in both adult education and voluntary associations. For seven of the comparisons there was no significant difference between status level, when controlling for other variables, for either adult education or voluntary associations. As a result, forty-five of the fifty-one comparisons of socio-economic status categories were the same for both adult education and voluntary

⁷⁸Ibid.

⁷⁹Knox and Videbeck, op. cit., p. 111.

⁸⁰Knox and Videbeck, op. cit., p. 113.

of the 25-34 age group with the 35-44 age group showed a decrease in the degree of participation; the decrease was significant at the .05 level. No significant differences were found between the degree of participation and age in any other age groups.¹⁸ The investigators found no significant differences between sex and degree of participation in educational activities.¹⁹ The findings revealed a very high degree of participation in three subgroups when degree of participation was compared with socio-economic status:

(1) high degree of participation of both men and women in the high socio-economic level;

(2) high degree of participation of married males in the middle and low socio-economic level who had young children;

(3) high degree of participation of employed women in the middle and low socio-economic level who had no young children.²⁰

Table 1 shows comparisons for the variables between socio-

economic status and participation in adult education and women status

and participation in voluntary associations, know and

Table 2 reported similar findings:

Of the thirty-one comparisons that were made between socio-economic status categories, thirty-eight comparisons showed higher status positively associated with higher participation in both adult education and voluntary associations. For seven of the comparisons there was no significant difference between status level, when controlling for other variables. For either adult education or voluntary associations. As a result, thirty-five of the fifty-one comparisons of socio-economic status variables were the same for both adult education and voluntary

¹⁸ Know and Videnbeck, op. cit., p. 111.

¹⁹ Know and Videnbeck, op. cit., p. 113.

associations, indicating that both are influenced in a similar way by factors related to socio-economic status.⁸¹

Knox and Videbeck concluded that for the general adult population, "adult education participation was associated with age and socio-economic status, but not community size or sex of respondent."⁸²

In 1957, the Bureau of Applied Social Research, Columbia University, was granted financial assistance by the Fund for Adult Education to develop an inventory of research in non-vocational adult education.⁸³ The research relating to participation in non-vocational adult education up to 1957 was reviewed by Brunner and Associates in An Overview of Adult Education Research. Those findings which pertain to social participation are included herein. "The most nearly universal relationship found in studies of participation," according to Brunner, "is the consistent positive association of formal participation rates and patterns with variables which are either correlates or measures of socio-economic status."⁸⁴ The findings of studies which investigated the relationship between the characteristics of participants and the degree of social participation were summarized by Brunner as follows:

Occupation - In urban communities occupation appears to be a major determinant of rates and types of formal participation. Professional-technical and managerial personnel participate in the widest variety of associations, have the highest rates of participation . . . In rural areas . . . rates of formal participation are less uniform for occupational groups because the population is less sharply differentiated by occupation.

⁸¹Knox and Videbeck, op. cit., p. 116.

⁸²Knox and Videbeck, op. cit., p. 119.

⁸³Brunner, op. cit., p. iv.

⁸⁴Brunner, op. cit., p. 102.

Income - Income has widely been reported as significantly associated with active formal participation. Some studies suggest that income per se is less significant than the social acceptance and heightened sense of civic responsibility which accompany higher income.

Amount of Schooling - The amount of formal schooling is almost universally reported as being highly significant to the extent, intensity and patterns of participation in formal associations . . . The paramount importance of education to formal participation is shown by studies which find educational level to remain significant when other factors are held constant.

Age - Participation in formal associations is generally low for youth and young adults of both sexes, increasing sharply in the late 20's and early 30's. From about age 35 to age 50 formal participation remains fairly constant . . . The decline of participation appears to vary . . . from shortly over 50 to well past 60.

Sex - Differences in participation between the sexes are more evident when participation is examined within the context of other variables.

Family Cycle - Couples with school age children tend to be more active than those in pre-child or early-child stages and one-parent families are least likely to participate.

Length of Residence - Length of residence has been found to influence formal participation in all communities at all points on the rural-urban continuum.

Cultural Backgrounds - National background appears to have considerable influence on participation. British, Scandinavian (except Finnish) and German foreign-born approach or even exceed native Americans in participation in formal associations.⁸⁵

IV. SUMMARY

From the review of research in the preceding pages, the following conclusions may be drawn concerning the personal-social characteristics of adult education students and the personal-psychological factors related

⁸⁵Brunner, op. cit., pp. 102-110.

to participation in adult education programs:

- (1) Rate of participation in adult education activities tends to increase with age to between 40 and 50 years after which there is a decline in participation. The rate of decline in participation appears to be sharpest after age 60.
- (2) Predominantly married people participate in adult education programs.
- (3) A greater proportion of adult education participants are engaged in white-collar occupations than in blue-collar occupations.
- (4) A large majority of the participants in adult education programs have completed more than eight grades of formal schooling. The organization of adult education programs does not appear to hold much appeal for those adults who have completed fewer than eight years of formal schooling.
- (5) Males enrol in adult education programs primarily for vocational reasons. Females, on the other hand, tend to express interest in vocational advancement less frequently and engage in adult education to pursue leisure-time and family interests. Some participants enrol for the purpose of satisfying social needs or personal needs which may be different from the expressed purpose of the courses in which they enrol.

From the social research findings, the following conclusions are apparent:

- (1) Rate of social participation tends to be greatest in late youth and early adulthood and least at the extremes of the age continuum.

- (2) The rate of participation in formal organizations for males and females varies with the nature of the organization.

However, when all participants are treated as a whole, little difference, if any, appears to exist between rate of participation and sex of the students.

- (3) The occupational level of adults appears to be an influential factor in determining participation in formal organizations.

- (4) The amount of formal education appears to be one of the most significant determinants of participation in formal organizations.

CHAPTER III

SOURCES OF DATA AND PROCEDURE

This chapter describes the population of the study, the instrument used, and the processing and treatment of the data.

I. POPULATION

The population of this study consisted of all adult education students (1,273) enrolled in forty-eight courses in the adult education evening program of the Lethbridge Junior College between September, 1966 and April, 1967, inclusive. Of the 905 questionnaires returned, six were discarded because of lack of information. The actual number of usable questionnaires was 899 or 70.6 per cent of the total distributed.

II. SURVEY INSTRUMENT

Data relating to the biographical, educational, and occupational characteristics of the adult students, their course preferences, and expressed reasons for participating in the adult education program were obtained by means of a questionnaire. Before the final draft of the questionnaire was printed, it was distributed to seventeen adults who had recently participated in an adult education program. Discussion with the participants of the pilot study yielded constructive comments which were used in revising the questionnaire. The revised questionnaire which appears in the Appendix was divided into four sections.

The purpose of Section I was to determine biographical data such as sex, age, marital status, and country of birth. The purpose of Section

II was to determine the occupational level of the participants. The following occupational categories were included in the questionnaire: (a) clerical and sales, (b) professional, (c) managerial, (d) agriculture, (e) homemaker, (f) technical and trades, (g) unskilled, (h) service, (i) retired, and (j) unemployed. Section III sought to determine the educational attainment of the adult education students. Section IV sought to determine (a) the extent of past and present participation in the adult education program; (b) the main reasons given for participating in the adult education program; and (c) whether or not students planned to participate in future adult education programs.

During the Fall Semester, 877 questionnaires were mailed to students registered in the adult education program. An additional 396 questionnaires were mailed during the Spring Semester. Students who were registered in both semesters were not included in the Spring Semester mailing list. A follow-up letter which appears in the Appendix was mailed during each semester. Of the 1,273 questionnaires mailed to students, 71.1 per cent were returned. Table III indicates the number of questionnaires distributed and the percentage returned for each semester.

III. PROCESSING AND TREATMENT OF DATA

Following the coding of the questionnaires, identification numbers and student responses were entered on punch cards and verified. Tabulation of the responses was done with the aid of an IBM card sorter. The findings of this study are presented in terms of frequencies and percentages.

TABLE III
NUMBER OF QUESTIONNAIRES
DISTRIBUTED AND RETURNED

	Fall Semester	Spring Semester	Total
Questionnaires Mailed	877	396	1,273
Questionnaires Returned	591	314	905
Percentage of Response	67.4	79.3	71.1

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

As stated previously, the purpose of this study is three-fold: (1) to describe the biographical, educational, and occupational characteristics of students enrolled in the adult education program of the Lethbridge Junior College, (2) to determine the course preferences of the adult students, and (3) to determine the adult students' expressed reasons for participating in the adult education evening program.

Data obtained from the adult students are presented in this chapter to answer the following questions:

I. Biographical, Educational, and Occupational Characteristics of Adult Education Students

1. What is the distribution of adult education students by sex, age, and marital status?
2. Are the adult education students mainly Canadian-born? From what countries do foreign-born adult education students emigrate?
3. How long have foreign-born adult education students resided in Canada?
4. What is the educational attainment of the adult education students?
5. What is the occupational level of adult education students?

II. Course Preferences of Adult Education Students

6. In what types of courses do adult education students most frequently enrol?
7. To what extent have adult education students participated in

previous adult education programs?

8. In what types of courses do adult education students prefer to enrol in subsequent programs?
9. What course offerings in the adult education evening programs fail to attract adult education students?

III. Reasons for Enrolling in Adult Education Programs

10. For what reasons do adult students enrol in adult education evening programs?
11. Does a pattern exist between the expressed reasons for taking adult education evening courses and the educational attainment of the adult education students?
12. Does a pattern exist between the expressed reasons for taking adult education evening courses and the occupational level of the adult education students?
13. Does a pattern exist between the expressed reasons for taking adult education evening courses and the nationality of the adult education students?

I. BIOGRAPHICAL, EDUCATIONAL, AND OCCUPATIONAL CHARACTERISTICS OF ADULT EDUCATION STUDENTS

Of the 899 adult students who returned questionnaires, 464 (51.6 per cent) were males and 435 (48.4 per cent) were females.

The reported ages of the adult students ranged from "under 20 years" to "70 years or older." About 63 per cent of the students were less than 40 years of age while slightly more than 85 per cent were less than 50 years of age. Table IV reveals that for the total group of

TABLE IV

DISTRIBUTION OF THE ADULT EDUCATION
STUDENTS BY AGE AND SEX

Age	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Under 20 years	72	15.5	41	9.4	113	12.6
20 - 29 years	138	29.8	101	23.1	239	26.6
30 - 39 years	106	22.8	106	24.4	212	23.6
40 - 49 years	85	18.3	116	26.7	201	22.4
50 - 59 years	50	10.8	59	13.6	109	12.1
60 - 69 years	10	2.2	12	2.8	22	2.4
70 years or older	3	0.6	-	-	3	0.3

students, the percentage in each age category decreased after "20-29 years." The decrease was slight for students between the ages of 30 and 49 but became more marked after age 49. Almost 30 per cent of the males were in the 20-29 age category whereas approximately 27 per cent of the females were in the 40-49 age category. There were proportionately more males under 40 years of age (68.1 per cent) and under 50 years of age (86.4 per cent). Equal proportions of males and females (2.8 per cent) were 60 years of age or older. Less than one per cent (0.6) of the males were 70 years of age or older.

As shown in Table V, nearly two-thirds of the adult students were married and over one-quarter were single. Slightly more males were married; proportionately more males were single. Only 0.8 per cent of the males compared to 9.2 per cent of the females reported that they were widowed, divorced, or separated.

The majority of the adult students were Canadian born. Approximately one of every five of the students (21.9 per cent) was foreign born. Table VI reveals that most of the foreign-born students (63.5 per cent) emigrated from Continental Europe or Scandinavia. Thirty-five students (17.8 per cent) emigrated from the British Isles and 28 students (14.2 per cent) emigrated from United States or the West Indies. Only 9 students (4.5 per cent) emigrated from Asia, Australia, or New Zealand.

The length of Canadian residence of the foreign-born students ranged from "fewer than 5 years" to "more than 40 years." Almost one-half of the students (46.7 per cent) reported Canadian residence between eleven and twenty years. An examination of Table VII shows that 22 students (11.2 per cent) had resided in Canada for fewer than five years.

TABLE V

DISTRIBUTION OF THE ADULT EDUCATION STUDENTS
BY MARITAL STATUS AND SEX

Marital Status	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Single	145	31.3	112	25.7	257	28.6
Married	313	67.5	283	65.1	596	66.3
Widowed	2	0.4	20	4.6	22	2.4
Divorced or Separated	2	0.4	20	4.6	22	2.4
No Response	2	0.4	-	-	2	0.3

TABLE VI

COUNTRIES FROM WHICH FOREIGN-BORN
ADULT EDUCATION STUDENTS EMIGRATED

Countries (By Groups)	Foreign-Born Students		
	Individual Country	Total Group (N = 197)	
	No.	No.	Per Cent
British Isles		35	17.8
Continental Europe and Scandinavia		125	63.5
Holland	47		
Germany	29		
Russia	14		
Hungary	8		
Czechoslovakia	5		
Austria	3		
Denmark	3		
Italy	3		
Spain	3		
Norway	2		
Poland	2		
Switzerland	2		
Lithuania	1		
Ukraine	1		
Yugoslavia	1		
Asia		8	4.1
Japan	3		
Hong Kong	2		
Philippines	2		
China	1		
North America and West Indies		28	14.2
United States	27		
West Indies	1		
Australia and New Zealand		1	0.5

ADULT EDUCATION STUDENTS EMIGRATED FROM 1941-1945

Foreign-born students

Total group (N = 147)		Individual Country	Percentage (%)	
29.8		Poland Germany France Italy Belgium Sweden Denmark Spain Portugal Belgium Poland France Italy Yugoslavia	134	
2.2			1.5	
2.5			1.7	
1.3			0.9	
2.5		Japan Hong Kong Philippines Taiwan	2.5	
2.5			2.5	
2.5			2.5	
2.5			2.5	
2.5		United States West Indies Brazil Cuba	2.5	
2.5			2.5	
2.5			2.5	
2.5			2.5	
2.5		United States West Indies Brazil Cuba	2.5	
2.5			2.5	
2.5			2.5	
2.5			2.5	

TABLE VII

LENGTH OF RESIDENCE OF FOREIGN-BORN
ADULT EDUCATION STUDENTS

Length of Residence	Foreign-Born Students (N = 197)	
	No.	Per Cent
Fewer than 5 years	22	11.2
6 - 10 years	19	9.6
11 - 15 years	51	25.9
16 - 20 years	41	20.8
21 - 30 years	11	5.6
31 - 40 years	18	9.1
More than 40 years	35	17.8

The highest educational attainment of the adult students ranged from less than eight years of grade school to nine years of university. The data in Table VIII show that just under one-third of the students had not completed high school. Of this group of students, 26.4 per cent reported that they had completed part of their high school education. Only 6.8 per cent of the students reported eight or fewer years of formal schooling. On the other hand, 46.2 per cent of the students reported attendance at a post-high school educational institution.

The data presented in Tables IX, X, and XI on pages 48, 49, and 50, reveal the nature and extent of post-high school education reported by the adult students. Table XI shows that 63.4 per cent of the students who reported post-high school education indicated that they had attended a university or junior college. One of every five students (20.0 per cent) reported attendance at a technical institute or trade school. Slightly more than fifteen of every one hundred students (15.4 per cent) reported attendance at a business college. About one of every ten students (10.4 per cent) had attended an agricultural school or bible college.

Full-time employment was reported by 779 (86.7 per cent) of the adult education students. An examination of the data in Table XII shows that more than one-quarter (26.7 per cent) of the students were homemakers; 18.6 per cent were engaged in professional occupations; 17.3 per cent were engaged in agricultural occupations. Technical and trades occupations and clerical and sales occupations were each represented by about one of every eight students. The unskilled and service occupations were represented by about eight of every one hundred students. Five students reported that they were retired and ten students reported that they were unemployed.

TABLE VIII

HIGHEST EDUCATIONAL ATTAINMENT OF THE
ADULT EDUCATION STUDENTS

Highest Educational Attainment	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Completed Part of Grade School	14	3.0	2	0.5	16	1.8
Completed Grade School	27	5.8	18	4.1	45	5.0
Completed Part of High School	152	32.8	85	19.5	237	26.4
Completed High School	91	19.6	87	20.0	178	19.8
Post-High School Education	176	37.9	239	54.9	415	46.2
No Response	4	0.9	4	0.9	8	0.9

TABLE IX

NATURE AND EXTENT OF POST-HIGH SCHOOL EDUCATION
REPORTED BY ADULT EDUCATION MALE STUDENTS

Educational Institution Attended	Male Students									Total (N = 176)	
	Years of Attendance										
	1	2	3	4	5	6	7	8	9		
Technical Institute or Trade School	11	18	22	10	1	2	-	-	-	64	36.5
University or Junior College	34	8	7	18	11	7	1	-	1	87	49.5
Business College	8	1	2	-	-	-	-	-	-	11	6.4
Bible College or Church Seminary	2	1	1	2	-	-	-	-	-	6	3.6
Agricultural School	10	8	3	2	2	1	-	-	-	26	15.0
Other	-	-	-	-	1	-	-	-	-	1	0.8
Totals	65	36	35	32	15	10	1	-	1	195	111.8*

*Does not total 100 per cent because some persons attended more than one institution.

IN 1940

RECEIVED FROM THE U.S. DEPARTMENT OF AGRICULTURE
 OFFICE OF THE ASSISTANT SECRETARY FOR AGRICULTURE

1940	MONTHS										TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	
1940	1	1	1	1	1	1	1	1	1	1	11

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

1940	1	1	1	1	1	1	1	1	1	1	11
------	---	---	---	---	---	---	---	---	---	---	----

THE TOTALS FOR 1940 ARE AS FOLLOWS: JAN 1, FEB 1, MAR 1, APR 1, MAY 1, JUN 1, JUL 1, AUG 1, SEP 1, OCT 1, NOV 1, DEC 1.

TABLE X

NATURE AND EXTENT OF POST-HIGH SCHOOL EDUCATION
REPORTED BY ADULT EDUCATION FEMALE STUDENTS

Educational Institution Attended	Female Students									Total (N = 239)	
	Years of Attendance										
	1	2	3	4	5	6	7	8	9		
Technical Institute or Trade School	9	4	6	-	-	-	-	-	-	19	7.9
University or Junior College	69	26	42	28	8	3	-	-	-	176	72.9
Business College	48	4	1	-	-	-	-	-	-	53	22.0
Bible College or Church Seminary	3	2	3	-	-	1	-	-	-	9	3.8
Agricultural School	1	1	-	-	-	-	-	-	-	2	0.9
Other	1	-	-	-	-	-	-	-	-	1	0.5
Totals	131	37	52	28	8	4	-	-	-	260	108.0*

*Does not total 100 per cent because some persons attended more than one institution.

TABLE XI

NATURE AND EXTENT OF POST-HIGH SCHOOL EDUCATION
REPORTED BY BOTH MALE AND FEMALE ADULT EDUCATION STUDENTS

Educational Institution Attended	Male and Female Students									Total (N = 415)	
	Years of Attendance										
	1	2	3	4	5	6	7	8	9		
Technical Institute or Trade School	20	22	28	10	1	2	-	-	-	83	20.0
University or Junior College	103	34	49	46	19	10	1	-	1	263	63.4
Business College	56	5	3	-	-	-	-	-	-	64	15.4
Bible College or Church Seminary	5	3	4	2	-	1	-	-	-	15	3.6
Agricultural School	11	9	3	2	2	1	-	-	-	28	6.8
Other	1	-	-	-	1	-	-	-	-	2	0.5
Totals	196	73	87	60	23	14	1	-	1	455	109.7*

*Does not total 100 per cent because some persons attended more than one institution.

TABLE XII

OCCUPATIONAL CATEGORIES IN WHICH ADULT
EDUCATION STUDENTS REPORTED FULL-TIME EMPLOYMENT

Occupational Categories	Male (N = 418)		Female (N = 361)		Total (N = 779)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Clerical and Sales	41	9.8	57	15.8	98	12.6
Professional	51	12.2	94	26.0	145	18.6
Managerial	44	10.5	6	1.7	50	6.4
Agricultural	133	31.8	2	0.6	135	17.3
Homemaker	-	-	208	57.6	208	26.7
Technical and Trades	95	22.7	6	1.7	101	13.0
Unskilled	1	0.3	13	3.6	14	1.8
Retired	3	0.7	2	0.6	5	0.6
Unemployed	10	2.4	-	-	10	1.3
Totals		101.4*		108.4*		104.6*

*Does not total 100 per cent because some persons checked more than one occupation.

II. COURSE PREFERENCES OF ADULT EDUCATION STUDENTS

The percentage of students enrolled in each course area is shown in Table XIII, pages 53 and 54. Approximately two-thirds (65.9 per cent) of the adult students were enrolled in five course areas--Academic (Grade XII matriculation subjects), General, Agriculture, Sewing, and Teacher Upgrading. Six of every one hundred students were enrolled in Business Education, while slightly more than five of every one hundred students were enrolled in English for New Canadians. Fewer than five per cent of the students were enrolled in each of the other course areas with the exception of Drama and Recreation. None of the respondents indicated enrollment in the latter two course areas. Table XIV, on pages 55 and 56, reveals that 46.3 per cent of the male students enrolled in the Agriculture and Academic (Grade XII matriculation subjects) course areas. Approximately 56 per cent of the female students enrolled in the General, Sewing, and Teacher Upgrading course areas. Fourteen per cent of the female students enrolled in the Academic (Grade XII matriculation subjects) course area.

Enrollment in each of the course areas for those students under 40 years of age and those 40 years of age and over is presented in Table XV, pages 57 and 58. The data indicate that the largest proportion (27.5 per cent) of the students under 40 years of age was enrolled in Grade XII matriculation subjects. Slightly more than 15 per cent of the younger students were enrolled in General courses, and just over 11 per cent were enrolled in Agricultural courses. More than twenty-two per cent (22.4) who were 40 years of age or older reported enrollment in General courses. Almost 15 per cent of the older students were enrolled in Agricultural

TABLE XIII

PARTICIPATION OF ADULT EDUCATION STUDENTS
BY COURSE AREA AND AGE GROUP

Course Area	Age Group							Total (N = 899)
	Under 20 Years (N = 113)	20 - 29 Years (N = 239)	30 - 39 Years (N = 212)	40 - 49 Years (N = 201)	50 - 59 Years (N = 109)	60 - 69 Years (N = 22)	70 Years or Older (N = 3)	
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent
Academic (Matricu- lation Subjects)	62 54.9	73 30.7	20 9.4	5 2.5	4 3.7	1 4.5	- -	165 18.4
Academic (Non-Matricu- lation Subjects)	18 15.9	13 5.5	7 3.3	1 0.5	- -	- -	- -	39 4.3
Agriculture	7 6.2	29 12.2	27 12.7	25 12.4	24 22.0	- -	- -	112 12.5
Art	- -	5 2.1	3 1.4	2 1.0	4 3.7	- -	- -	14 1.6
Automotives	3 2.7	5 2.1	- -	1 0.5	3 2.8	- -	- -	12 1.3
Business Education	3 2.7	14 5.9	13 6.1	15 7.5	9 8.3	- -	- -	54 6.0
Drama	- -	- -	- -	- -	- -	- -	- -	- -
Electronics	- -	5 2.1	7 3.3	4 2.0	3 2.8	- -	- -	19 2.1
English for New Canadians	2 1.8	10 4.2	9 4.2	3 1.5	1 0.9	4 18.2	- -	29 3.2
Food Service	3 2.7	8 3.4	5 2.4	15 7.5	6 5.5	2 9.1	- -	39 4.3

TABLE XIII (Continued)

Course Area	Age Group						Total (N = 899)
	Under 20 Years (N = 113)	20 - 29 Years (N = 239)	30 - 39 Years (N = 212)	40 - 49 Years (N = 201)	50 - 59 Years (N = 109)	60 - 69 Years (N = 22)	70 Years or Older (N = 3)
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent
General Courses	7 6.2	29 12.2	50 23.6	51 25.4	20 18.3	3 13.6	1 33.3
Languages	3 2.7	4 1.7	10 4.7	12 6.0	9 8.3	2 9.1	1 33.3
Metals	5 4.4	10 4.2	6 2.8	2 1.0	2 1.8	- -	- -
Photography	1 0.9	3 1.3	10 4.7	6 3.0	2 1.8	2 9.1	1 33.3
Power (Steam) Engineering	- -	4 1.7	5 2.4	7 3.5	2 1.8	1 4.5	- -
Recreation	- -	- -	- -	- -	- -	- -	- -
Sewing	- -	16 6.7	25 11.8	27 13.4	7 6.4	4 18.2	- -
Teacher Upgrading	2 1.8	12 5.0	16 7.5	24 11.9	17 15.6	4 18.2	- -
Writing	- -	1 0.4	1 0.5	1 0.5	- -	- -	- -
Totals	102.9*	101.4*	100.8*	100.1*	103.7*	104.5*	99.9
							101.3*

*Does not total 100 per cent because some persons were enrolled in more than one course area.

TABLE XIV

COURSE AREA PARTICIPATION OF ADULT
EDUCATION STUDENTS BY SEX

Course Area	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Academic (Matriculation Subjects)	104	22.4	61	14.0	165	18.4
Academic (Non-Matriculation Subjects)	29	6.2	10	2.3	39	4.3
Agriculture	111	23.9	1	0.2	112	12.5
Art	3	0.6	11	2.5	14	1.6
Automotives	3	0.6	9	2.1	12	1.3
Business Education	26	5.6	28	6.4	54	6.0
Drama	-	-	-	-	-	-
Electronics	17	3.7	2	0.5	19	2.1
English for New Canadians	15	3.2	14	3.2	29	3.2
Food Service	19	4.1	20	4.6	39	4.3
General Courses	61	13.1	100	23.0	161	17.9
Languages	12	2.6	29	6.7	41	4.6

TABLE XIV (Continued)

Course Area	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Metals	25	5.4	-	-	25	2.8
Photography	19	4.1	6	1.4	25	2.8
Power (Steam) Engineering	19	4.1	-	-	19	2.1
Recreation	-	-	-	-	-	-
Sewing	-	-	79	18.2	79	8.8
Teacher Upgrading	12	2.6	63	14.5	75	8.3
Writing	-	-	3	0.7	3	0.3
Totals		102.2*		100.3*		101.3*

*Does not total 100 per cent because some persons were enrolled in more than one course area.

TABLE XV

COURSE AREA PARTICIPATION OF THE ADULT EDUCATION STUDENTS
UNDER 40 YEARS OF AGE AND 40 YEARS OF AGE AND OVER

Course Area	Under 40 Years of Age (N = 564)		40 Years of Age and Over (N = 335)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Academic (Matriculation Subjects)	155	27.5	10	3.0	165	18.4
Academic (Non-Matricu- lation Subjects)	38	6.8	1	0.3	39	4.3
Agriculture	63	11.2	49	14.6	112	12.5
Art	8	1.4	6	1.8	14	1.6
Automotives	8	1.4	4	1.1	12	1.3
Business Education	30	5.3	24	7.2	54	6.0
Drama	-	-	-	-	-	-
Electronics	12	2.1	7	2.1	19	2.1
English for New Canadians	21	3.7	8	2.4	29	3.2
Food Service	16	2.8	23	6.9	39	4.3
General Courses	86	15.3	75	22.4	161	17.9
Languages	17	3.0	24	7.2	41	4.6

TABLE XV (Continued)

Course Area	Under 40 Years of Age (N = 564)		40 Years of Age and Over (N = 335)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Metals	21	3.7	4	1.1	25	2.8
Photography	14	2.5	11	3.3	25	2.8
Power (Steam) Engineering	9	1.6	10	3.0	19	2.1
Recreation	-	-	-	-	-	-
Sewing	41	7.3	38	11.3	79	8.8
Teacher Upgrading	30	5.3	45	13.4	75	8.3
Writing	2	0.4	1	0.3	3	0.3
Totals		101.3*		101.4*		101.3*

*Does not total 100 per cent because some persons were enrolled in more than one course area.

courses while the percentage enrolled in Teacher Upgrading courses and Sewing courses was 13.4 per cent and 11.3 per cent respectively.

Thirty-six per cent of the adult students indicated that they had participated in adult education programs previously. The data in Table XVI, presented according to highest educational attainment, reveal that in each group more than 50 per cent of the students indicated no previous participation in adult education programs. Thirty-one per cent of those students who had completed grade school, 31.2 per cent of those who had completed only part of high school, and 42.1 per cent of those who had attended a post-high school educational institution reported that they had taken one or more adult education courses. The proportion of students who indicated previous participation was lowest for those who had completed high school (29.9 per cent), and for those who did not complete grade school (25.1 per cent). Approximately eight per cent of the students who had attended a post-high school educational institution and approximately seven per cent of the students who had completed grade school indicated previous participation in more than three adult education courses.

The data relating to the students' expressed intention to enrol in future adult education programs are presented in Tables XVII and XVIII, pages 61, 62, and 63. Approximately 60 per cent of the adult education students indicated their intention to enrol in subsequent adult education programs; 5.2 per cent indicated no intention to enrol in subsequent programs; 31.4 per cent of the students reported uncertainty as to future participation. Table XVIII reveals that about one-half (48.3 per cent) of the students indicated their intention to enrol in the following course

TABLE XVI

PREVIOUS PARTICIPATION IN ADULT EDUCATION COURSES
BY STUDENTS ACCORDING TO THEIR HIGHEST EDUCATIONAL ATTAINMENT

Highest Educational Attainment (N = 891)	Number of Courses Taken							
	None	1	2	3	4	5	Over 5	No Response
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent
Completed Part of Grade School (N = 16)	10 62.5	1 6.3	2 12.5	1 6.3	- -	- -	- -	2 12.5
Completed Grade School (N = 45)	23 51.1	4 8.9	5 11.1	2 4.4	2 4.4	- -	1 2.2	8 17.8
Completed Part of High School (N = 237)	142 59.9	41 17.3	17 7.2	10 4.2	2 0.8	- -	4 1.7	21 8.9
Completed High School (N = 178)	118 66.3	28 15.7	18 10.1	3 1.7	1 0.6	2 1.1	- -	8 4.5
Post-High School Education (N = 415)	216 52.0	74 17.8	47 11.3	23 5.5	9 2.2	8 1.9	14 3.4	24 5.8
Totals	509	148	89	39	14	10	19	63

TABLE XVII
EXPRESSED INTENTIONS, BY SEX, TOWARD
PARTICIPATION IN FUTURE ADULT EDUCATION PROGRAMS

Expressed Intentions	Male (N = 464)		Female (N = 435)		Total (N = 899)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Plan to enrol in future adult education programs	285	61.4	253	58.2	538	59.8
Do not plan to enrol in future adult education programs	27	5.8	20	4.6	47	5.2
Uncertain about enrollment in future adult education programs	140	30.2	142	32.6	282	31.4
No Response	12	2.6	20	4.6	32	3.6

TABLE XVIII

COURSE AREAS IN WHICH ADULT EDUCATION STUDENTS
PLAN TO ENROL IN FUTURE

Course Area	Male (N = 285)		Female (N = 253)		Total (N = 538)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Academic (Matriculation Subjects)	73	25.8	48	20.1	121	22.5
Academic (Non-Matriculation Subjects)	7	2.7	6	3.7	13	2.4
Agriculture	76	26.9	1	0.5	77	14.3
Art	5	2.0	18	8.4	23	4.3
Automotives	6	2.4	-	-	6	1.1
Business Education	32	11.5	24	10.7	56	10.4
Drama	1	0.6	3	2.5	4	0.7
Electronics	11	4.1	1	0.5	12	2.2
English for New Canadians	3	1.3	7	4.1	10	1.9
Food Service	10	3.8	7	4.1	17	3.2
General Courses	23	8.3	39	16.5	62	11.5
Languages	13	4.8	27	11.9	40	7.4
Metals	8	3.1	-	-	8	1.5

TABLE XVIII (Continued)

Course Area	Male (N = 285)		Female (N = 253)		Total (N = 538)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Photography	11	4.1	6	3.7	17	3.2
Power (Steam) Engineering	10	3.8	-	-	10	1.9
Recreation	-	-	1	0.5	1	0.2
Sewing	-	-	26	11.5	26	4.8
Teacher Upgrading	5	2.0	18	8.4	23	4.3
Writing	6	2.4	8	4.5	14	2.6
Other	20	7.3	23	10.3	46	8.6
Totals		116.9*		121.9*		109.0*

*Does not total 100 per cent because some persons indicated more than one choice.

areas: Academic (Grade XII matriculation subjects) (22.5 per cent), Agricultural courses (14.3 per cent), and General courses (11.5 per cent). Each of the following course areas was checked by less than two per cent of the students who expressed their intention to enrol in future adult education programs: English for New Canadians, Steam Engineering, Metals, Automotives, Drama, and Recreation. The following courses were cancelled because of lack of interest: What to Look for in Modern Art; What to Listen for in Modern Music; Basic Diesel Course for Men; Introduction to Computers; Mathematics for Tradesmen; Electric Welding; Advanced Welding; Photogrammetry; Millinery; Drapes and Slip Covers; Tailoring; Advanced Creative Writing; Archaeology; Taxation; Duplicate Bridge; and Gardening.

III. REASONS FOR ENROLLING IN ADULT EDUCATION PROGRAMS

Table XIX, pages 65, 66, and 67, shows the reasons for participating in the adult education program given by the students according to age group. Almost one-half (46.9 per cent) of the students under 20 years of age and about one-quarter (23.1 per cent) of the students 20-29 years of age indicated that their primary reason for participating in the adult education program was "to obtain high school matriculation with the intention of attending university or junior college." An equal proportion (23.1 per cent) of the students 20-29 years of age indicated that their major reason for engaging in adult education was "to increase present knowledge for personal satisfaction."

The reason "to increase present knowledge for personal satisfaction" was reported by 27.8 per cent of the students 30-39 years of age and by 36.3 per cent of the students 40-49 years of age. The reason "to improve

TABLE XIX

STUDENTS' REASONS, BY AGE GROUP, FOR ENROLLING
IN THE ADULT EDUCATION PROGRAM

Reasons For Enrolling	Age Group							Total (N = 899)
	Under 20 Years (N = 113)	20 - 29 Years (N = 239)	30 - 39 Years (N = 212)	40 - 49 Years (N = 201)	50 - 59 Years (N = 109)	60 - 69 Years (N = 22)	70 Years or Older (N = 3)	
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	Per No. Cent
To improve competence in a previously acquired skill	5 4.4	35 14.7	42 19.8	54 26.9	30 27.5	8 36.4	1 33.3	175 19.5
To learn a new skill	7 6.2	20 8.4	16 7.5	13 6.5	13 11.9	1 4.5	-	70 7.8
To obtain a high school diploma with the intention of attending a technical or trade school	9 8.0	6 2.5	-	1 0.5	-	-	-	16 1.8
To obtain a high school diploma with no intention of attending a technical or trade school	2 1.8	3 1.3	-	-	-	-	-	5 0.6
To obtain high school matriculation with no intention of attending university or junior college	5 4.4	4 1.7	2 0.9	1 0.5	-	-	-	12 1.3
To obtain high school matriculation with the intention of attending university or junior college	53 46.9	55 23.1	15 7.1	2 1.0	1 0.9	-	-	126 14.0

TABLE XIX (Continued)

Reasons For Enrolling	Age Group							
	Under 20 Years (N = 113)	20 - 29 Years (N = 239)	30 - 39 Years (N = 212)	40 - 49 Years (N = 201)	50 - 59 Years (N = 109)	60 - 69 Years (N = 22)	70 Years or Older (N = 3)	Total (N = 899)
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	Per No. Cent
To improve opportunity for advancement in your present job	4 3.5	26 10.9	25 11.8	17 8.5	10 9.2	- -	- -	82 9.1
To obtain re-training for a job different from the one you now hold	4 3.5	5 2.1	3 1.4	5 2.5	3 2.8	- -	- -	20 2.2
To learn to speak and write English	- -	4 1.7	3 1.4	3 1.5	- -	2 9.1	- -	20 2.2
To learn to speak a foreign language	1 0.9	3 1.3	7 3.3	6 3.0	6 5.5	2 9.1	1 33.3	26 2.9
To become a more competent and effective citizen	4 3.5	2 0.8	4 1.9	5 2.5	4 3.7	- -	- -	19 2.1
To increase present knowledge for personal satisfaction	14 12.4	55 23.1	59 27.8	73 36.3	23 21.1	7 31.8	1 33.3	232 25.8
To build self-confidence	1 0.9	4 1.7	5 2.4	2 1.0	2 1.8	- -	- -	14 1.6
To prepare for a hobby or leisure-time activity	2 1.8	13 5.5	21 9.9	11 5.5	7 6.4	1 4.5	- -	55 6.1
To associate with others with similar interests	1 0.9	- -	- -	2 1.0	2 1.8	- -	- -	5 0.6
To make new friends	- -	- -	- -	- -	1 0.9	1 4.5	- -	2 0.2

TABLE XIX (Continued)

Reasons For Enrolling	Age Group						Total (N = 899)
	Under 20 Years (N = 113)	20 - 29 Years (N = 239)	30 - 39 Years (N = 212)	40 - 49 Years (N = 201)	50 - 59 Years (N = 109)	60 - 69 Years (N = 22)	70 Years or Older (N = 3)
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent
To explore a new area which you may wish to pursue on your own following completion of the course	3 2.7	5 2.1	10 4.7	6 3.0	6 5.5	1 4.5	- -
To seek relief from the cares of home and family	1 0.9	1 0.4	2 0.9	2 1.0	- -	- -	- -
To seek relief from boredom	- -	2 0.8	1 0.5	3 1.5	1 0.9	- -	- -
To seek a prospective wife or husband	- -	- -	- -	- -	- -	- -	- -
Other	- -	1 0.4	5 2.4	2 1.0	1 0.9	- -	- -
Totals	101.7*	102.5*	103.7*	103.6*	100.8*	104.4*	99.9
							102.0*

*Does not total 100 per cent because some persons stated more than one reason.

competence in a previously acquired skill" was selected by 19.8 per cent of the students 30-39 years of age and by 26.9 per cent of the students 40-49 years of age.

The reasons "to improve competence in a previously acquired skill" and "to increase present knowledge for personal satisfaction" were indicated most frequently by students in the 50-59 age group and the 60-69 age group. Over one-quarter (27.5 per cent) of the students 50-59 years of age and over one-third (36.4 per cent) of the students 60-69 years of age selected "to improve competence in a previously acquired skill" as their primary reason for enrolling. About 21 per cent of those students 50-59 years of age and 31.8 per cent of those students 60-69 years of age stated that their main reason for enrolling in the adult education program was "to increase present knowledge for personal satisfaction."

Proportionately more students in the 30-39 age group (9.9 per cent) than in any other age group reported preparation for leisure time as their reason for engaging in adult education. Between 11 per cent and 13 per cent of the students 20-29 years of age reported "opportunity for advancement" or "re-training for a different job" as their main reason for participating in the adult education program.

Nine students (1.0 per cent) between the ages of 20 and 59 reported "other" reasons. Seven of the students stated that their primary reason for enrolling was "to help children with the new math." One student stated that his participation in the adult education course was a company requirement, and one student stated "to improve study habits" as his reason for enrolling. The reason "to seek a prospective wife or husband"

was not selected by any student.

The reasons for participating in the adult education program given by the students according to their highest education attainment are summarized in Table XX, pages 70, 71, and 72. Approximately 42 per cent of the students who had completed grade school, 21.1 per cent who had completed part of their high school education, and 29.9 per cent who had attended a post-high school educational institution indicated that their primary reason for engaging in adult education was "to increase present knowledge for personal satisfaction." In addition, about one of every five students in each of the above-mentioned educational categories checked the reason "to improve competence in a previously acquired skill." Of those students who reported that they had completed high school, 28.1 per cent indicated that they had enrolled in the adult education program in order "to obtain high school matriculation with the intention of attending university or junior college," while 19.1 per cent indicated that their primary reason for engaging in adult education was "to increase present knowledge for personal satisfaction." Of the sixteen students who had received fewer than eight years of formal schooling, six (37.6 per cent) indicated either "to improve competence in a previously acquired skill" or "to learn a new skill" as their main reason for enrolling in the adult education program. Approximately 31 per cent of the students who had completed fewer than eight years of formal schooling expressed "improved opportunity for advancement" or "re-training for a different job" as their reason for attending the evening program. None of the students who had eight or fewer years of formal schooling expressed a desire to raise his level of formal education. Less than 8 per cent of the students

TABLE XX

STUDENTS' REASONS, BY HIGHEST EDUCATIONAL ATTAINMENT,
FOR ENROLLING IN THE ADULT EDUCATION PROGRAM

Highest Educational Attainment

Reasons For Enrolling	Completed Part of Grade School (N = 16)		Completed Grade School (N = 45)		Completed Part of High School (N = 237)		Completed High School (N = 178)		Post-High School Education (N = 415)		Total (N = 891)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
To improve competence in a previously acquired skill	3	18.8	10	22.2	44	18.6	21	11.8	96	23.1	174	20.2
To learn a new skill	3	18.8	2	4.4	24	10.1	10	5.6	31	7.5	70	8.0
To obtain a high school diploma with the intention of attending a technical or trade school	-	-	-	-	6	2.5	6	3.4	4	1.0	16	2.0
To obtain a high school diploma with no intention of attending a technical or trade school	-	-	-	-	4	1.7	1	0.6	-	-	5	0.8
To obtain high school matriculation with no intention of attending university or junior college	-	-	-	-	3	1.3	6	3.4	3	0.7	12	1.6
To obtain high school matriculation with the intention of attending university or junior college	-	-	2	4.4	35	14.8	50	28.1	39	9.4	126	14.3
To improve opportunity for advancement in your present job	3	18.8	6	13.3	34	14.3	18	10.1	21	5.1	82	9.4

TABLE XX (Continued)

Highest Educational Attainment

Reasons For Enrolling	Completed Part of Grade School (N = 16)		Completed Grade School (N = 45)		Completed Part of High School (N = 237)		Completed High School (N = 178)		Post-High School Education (N = 415)		Total (N = 891)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
To obtain re-training for a job different from the one you now hold	2	12.5	-	-	6	2.5	6	3.4	6	1.4	20	2.4
To learn to speak and write English	2	12.5	-	-	6	2.5	6	3.4	6	1.4	20	2.4
To learn to speak a foreign language	-	-	1	2.2	2	0.8	2	1.1	21	5.1	26	3.1
To become a more competent and effective citizen	1	6.3	-	-	3	1.3	3	1.7	8	1.9	15	1.9
To increase present knowledge for personal satisfaction	2	12.5	19	42.2	50	21.1	34	19.1	124	29.9	229	25.9
To build self-confidence	-	-	3	6.7	1	0.4	3	1.7	7	1.7	14	1.8
To prepare for a hobby or leisure-time activity	1	6.3	2	4.4	14	5.9	5	2.8	32	7.7	54	6.3
To associate with others with similar interests	-	-	-	-	1	0.4	1	0.6	3	0.7	5	0.8
To make new friends	-	-	1	2.2	-	-	-	-	-	-	1	0.3

TABLE XX (Continued)

Highest Educational Attainment

Reasons For Enrolling	Completed Part of Grade School (N = 16)		Completed Grade School (N = 45)		Completed Part of High School (N = 237)		Completed High School (N = 178)		Post-High School Education (N = 415)		Total (N = 891)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
To explore a new area which you may wish to pursue on your own following completion of the course	-	-	1	2.2	6	2.5	8	4.5	15	3.6	30	3.6
To seek relief from the cares of home and family	-	-	-	-	1	0.4	3	1.7	3	0.7	7	1.0
To seek relief from boredom	-	-	-	-	2	0.8	-	-	5	1.2	7	1.0
To seek a prospective wife or husband	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	2	0.8	3	1.7	4	1.0	9	1.2
Totals		100.3*		106.4*		100.6*		102.4*		103.6*		107.3*

*Does not total 100 per cent because some persons stated more than one reason.

in each educational category indicated preparation for leisure time as the primary reason for enrolling in the adult education program.

The reasons for engaging in the adult education program selected by students, according to occupation, are presented in Table XXI, pages 74, 75, and 76. With the exception of the students in the occupational category "unemployed", proportionately more students in each of the other occupational categories reported that their primary reason for enrolling in the adult education program was either "to improve competence in a previously acquired skill" or "to increase present knowledge for personal satisfaction."

Proportionately more students in the occupational categories "professional" (29.7 per cent) and "agricultural" (34.8 per cent) reported "to improve competence in a previously acquired skill" as their main reason for attending the evening program. On the other hand, proportionately more students in the categories "clerical and sales" (23.5 per cent), "homemaker" (38.0 per cent), and "service" (42.0 per cent) stated that their primary reason for enrolling in the evening program was "to increase present knowledge for personal satisfaction." Twenty-two per cent of the students in managerial positions reported "to improve opportunity for advancement in your present job" as their primary reason for engaging in adult education. Approximately 25 per cent of the students in the category "technical and trades" and approximately 18 per cent of the students in the category "unskilled labor" indicated that their primary reason for participating in the adult education program was "to obtain high school matriculation with the intention of attending university or junior college." More than 20 per cent of the students in each of the categories "clerical

TABLE XXI

STUDENTS' REASONS, BY OCCUPATION, FOR ENROLLING IN THE ADULT EDUCATION PROGRAM

Reasons For Enrolling	Occupational Category																	
	Clerical & Sales (N = 98)	Professional (N = 145)	Managerial (N = 50)	Agricultural (N = 135)	Homemaker (N = 208)	Technical & Trades (N = 101)	Unskilled Labor (N = 49)	Service (N = 14)	Total (N = 800)									
	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	No. Cent	Per No. Cent									
To improve competence in a previously acquired skill	7 7.1	43 29.7	10 20.0	47 34.8	37 17.8	20 19.8	3 6.1	3 21.4	170 21.3									
To learn a new skill	9 9.2	18 12.4	1 2.0	4 3.0	25 12.0	3 3.0	6 12.2	2 14.3	68 8.5									
To obtain a high school diploma with the intention of attending a technical or trade school	2 2.0	- -	1 2.0	1 0.7	1 0.5	3 3.0	2 4.1	- -	10 1.3									
To obtain a high school diploma with no intention of attending a technical or trade school	1 1.0	- -	2 4.0	1 0.7	- -	- -	2 4.1	- -	6 0.8									
To obtain high school matriculation with no intention of attending university or junior college	3 3.1	1 0.7	1 2.0	- -	1 0.5	2 2.0	- -	- -	8 1.0									
To obtain high school matriculation with the intention of attending university or junior college	19 19.4	7 4.8	2 4.0	4 3.0	15 7.2	25 24.8	9 18.4	2 14.3	83 10.4									

THE FOLLOWING TABLE IS FOR THE USE OF THE STUDENT

TABLE I									
Showing the values of the trigonometric functions for angles from 0° to 90°									
Angle	Sine	Cosine	Tangent	Cotangent	Secant	Cosecant	Angle	Sine	Cosine
0°	0.0000	1.0000	0.0000	∞	1.0000	∞	90°	1.0000	0.0000
1°	.0174	.9998	.0174	57.29	1.0002	57.29	89°	.9998	.0174
2°	.0349	.9994	.0349	28.65	1.0006	28.65	88°	.9994	.0349
3°	.0523	.9986	.0523	19.08	1.0010	19.08	87°	.9986	.0523
4°	.0698	.9976	.0698	14.30	1.0015	14.30	86°	.9976	.0698
5°	.0872	.9963	.0872	11.43	1.0021	11.43	85°	.9963	.0872
6°	.1045	.9945	.1045	9.51	1.0028	9.51	84°	.9945	.1045
7°	.1219	.9922	.1219	8.14	1.0036	8.14	83°	.9922	.1219
8°	.1392	.9894	.1392	7.11	1.0045	7.11	82°	.9894	.1392
9°	.1564	.9861	.1564	6.31	1.0055	6.31	81°	.9861	.1564
10°	.1736	.9823	.1736	5.67	1.0066	5.67	80°	.9823	.1736
11°	.1908	.9780	.1908	5.14	1.0078	5.14	79°	.9780	.1908
12°	.2081	.9732	.2081	4.70	1.0091	4.70	78°	.9732	.2081
13°	.2253	.9679	.2253	4.33	1.0105	4.33	77°	.9679	.2253
14°	.2425	.9621	.2425	4.01	1.0120	4.01	76°	.9621	.2425
15°	.2598	.9558	.2598	3.72	1.0136	3.72	75°	.9558	.2598
16°	.2769	.9490	.2769	3.46	1.0153	3.46	74°	.9490	.2769
17°	.2940	.9417	.2940	3.23	1.0171	3.23	73°	.9417	.2940
18°	.3110	.9339	.3110	3.02	1.0190	3.02	72°	.9339	.3110
19°	.3279	.9256	.3279	2.83	1.0210	2.83	71°	.9256	.3279
20°	.3448	.9168	.3448	2.66	1.0231	2.66	70°	.9168	.3448
21°	.3616	.9075	.3616	2.50	1.0253	2.50	69°	.9075	.3616
22°	.3784	.8977	.3784	2.36	1.0276	2.36	68°	.8977	.3784
23°	.3951	.8874	.3951	2.23	1.0300	2.23	67°	.8874	.3951
24°	.4118	.8766	.4118	2.12	1.0325	2.12	66°	.8766	.4118
25°	.4284	.8653	.4284	2.02	1.0351	2.02	65°	.8653	.4284
26°	.4450	.8535	.4450	1.93	1.0378	1.93	64°	.8535	.4450
27°	.4615	.8412	.4615	1.85	1.0406	1.85	63°	.8412	.4615
28°	.4780	.8284	.4780	1.78	1.0435	1.78	62°	.8284	.4780
29°	.4944	.8151	.4944	1.72	1.0465	1.72	61°	.8151	.4944
30°	.5107	.8013	.5107	1.67	1.0496	1.67	60°	.8013	.5107
31°	.5269	.7870	.5269	1.63	1.0528	1.63	59°	.7870	.5269
32°	.5430	.7722	.5430	1.59	1.0561	1.59	58°	.7722	.5430
33°	.5591	.7569	.5591	1.56	1.0595	1.56	57°	.7569	.5591
34°	.5751	.7412	.5751	1.53	1.0630	1.53	56°	.7412	.5751
35°	.5911	.7250	.5911	1.50	1.0666	1.50	55°	.7250	.5911
36°	.6070	.7083	.6070	1.48	1.0703	1.48	54°	.7083	.6070
37°	.6229	.6911	.6229	1.45	1.0741	1.45	53°	.6911	.6229
38°	.6387	.6735	.6387	1.43	1.0780	1.43	52°	.6735	.6387
39°	.6545	.6554	.6545	1.41	1.0820	1.41	51°	.6554	.6545
40°	.6702	.6369	.6702	1.39	1.0861	1.39	50°	.6369	.6702
41°	.6858	.6179	.6858	1.37	1.0903	1.37	49°	.6179	.6858
42°	.7014	.5985	.7014	1.35	1.0946	1.35	48°	.5985	.7014
43°	.7169	.5787	.7169	1.34	1.0990	1.34	47°	.5787	.7169
44°	.7323	.5585	.7323	1.32	1.1035	1.32	46°	.5585	.7323
45°	.7476	.5379	.7476	1.31	1.1081	1.31	45°	.5379	.7476
46°	.7628	.5169	.7628	1.29	1.1128	1.29	44°	.5169	.7628
47°	.7779	.4955	.7779	1.28	1.1176	1.28	43°	.4955	.7779
48°	.7929	.4737	.7929	1.26	1.1225	1.26	42°	.4737	.7929
49°	.8078	.4515	.8078	1.25	1.1275	1.25	41°	.4515	.8078
50°	.8226	.4289	.8226	1.24	1.1326	1.24	40°	.4289	.8226
51°	.8373	.4059	.8373	1.23	1.1378	1.23	39°	.4059	.8373
52°	.8519	.3825	.8519	1.22	1.1431	1.22	38°	.3825	.8519
53°	.8663	.3588	.8663	1.21	1.1485	1.21	37°	.3588	.8663
54°	.8806	.3347	.8806	1.20	1.1540	1.20	36°	.3347	.8806
55°	.8948	.3103	.8948	1.19	1.1596	1.19	35°	.3103	.8948
56°	.9089	.2856	.9089	1.18	1.1653	1.18	34°	.2856	.9089
57°	.9229	.2606	.9229	1.17	1.1711	1.17	33°	.2606	.9229
58°	.9368	.2353	.9368	1.16	1.1770	1.16	32°	.2353	.9368
59°	.9506	.2097	.9506	1.15	1.1830	1.15	31°	.2097	.9506
60°	.9643	.1839	.9643	1.14	1.1891	1.14	30°	.1839	.9643
61°	.9778	.1578	.9778	1.13	1.1953	1.13	29°	.1578	.9778
62°	.9911	.1314	.9911	1.12	1.2016	1.12	28°	.1314	.9911
63°	.1000	.1047	.1000	1.11	1.2080	1.11	27°	.1047	.1000
64°	.0838	.0777	.0838	1.10	1.2145	1.10	26°	.0777	.0838
65°	.0675	.0505	.0675	1.09	1.2211	1.09	25°	.0505	.0675
66°	.0512	.0231	.0512	1.08	1.2278	1.08	24°	.0231	.0512
67°	.0348	.0055	.0348	1.07	1.2346	1.07	23°	.0055	.0348
68°	.0183	.0000	.0183	1.06	1.2415	1.06	22°	.0000	.0183
69°	.0017		.0017	1.05	1.2485	1.05	21°		.0017
70°	0.0000		0.0000	1.04	1.2556	1.04	20°		0.0000
71°				1.03	1.2628	1.03	19°		
72°				1.02	1.2701	1.02	18°		
73°				1.01	1.2775	1.01	17°		
74°				1.00	1.2850	1.00	16°		
75°				.99	1.2926	.99	15°		
76°				.98	1.3003	.98	14°		
77°				.97	1.3081	.97	13°		
78°				.96	1.3160	.96	12°		
79°				.95	1.3240	.95	11°		
80°				.94	1.3321	.94	10°		
81°				.93	1.3403	.93	9°		
82°				.92	1.3486	.92	8°		
83°				.91	1.3570	.91	7°		
84°				.90	1.3655	.90	6°		
85°				.89	1.3741	.89	5°		
86°				.88	1.3828	.88	4°		
87°				.87	1.3916	.87	3°		
88°				.86	1.4005	.86	2°		
89°				.85	1.4095	.85	1°		
90°				.84	1.4186	.84	0°		

TABLE XXI (Continued)

Occupational Category

Reasons For Enrolling	Clerical & Sales (N = 98)		Professional (N = 145)		Managerial (N = 50)		Agricultural (N = 135)		Homemaker (N = 208)		Technical & Trades (N = 101)		Unskilled Labor (N = 49)		Service (N = 14)		(N = 800)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
To improve opportunity for advancement in your present job	19	19.4	13	9.0	11	22.0	12	8.9	2	1.0	20	19.8	5	10.2	1	7.1	83	10.4
To obtain re-training for a job different from the one you now hold	2	2.0	1	0.7	1	2.0	2	1.5	1	0.5	5	5.0	3	6.1	-	-	15	1.9
To learn to speak and write English	1	1.0	-	-	1	2.0	-	-	3	1.4	1	1.0	2	4.1	-	-	8	1.0
To learn to speak a foreign language	3	3.1	7	4.8	1	2.0	1	0.7	11	5.3	1	1.0	-	-	-	-	24	3.0
To become a more competent and effective citizen	1	1.0	2	1.4	2	4.0	3	2.2	4	1.9	-	-	-	-	-	-	12	1.5
To increase present knowledge for personal satisfaction	23	23.5	40	27.6	10	20.0	42	31.1	79	38.0	18	17.8	7	14.3	6	42.9	225	28.1
To build self-confidence	2	2.0	2	1.4	1	2.0	2	1.5	5	2.4	-	-	2	4.1	-	-	14	1.8
To prepare for a hobby or leisure-time activity	6	6.1	10	6.9	3	6.0	7	5.2	18	8.7	4	4.0	4	8.2	-	-	52	6.5
To associate with others with similar interests	-	-	1	0.7	-	-	-	-	1	0.5	-	-	1	2.0	-	-	3	6.5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	12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TABLE XXI (Continued)

Reasons For Enrolling	Occupational Category										Total (N = 800) Per No. Cent
	Clerical & Sales (N = 98) Per No. Cent	Professional (N = 145) Per No. Cent	Managerial (N = 50) Per No. Cent	Agricultural (N = 135) Per No. Cent	Homemaker (N = 208) Per No. Cent	Technical & Trades (N = 101) Per No. Cent	Unskilled Labor (N = 49) Per No. Cent	Service (N = 14) Per No. Cent			
To make new friends	- -	- -	- -	1 0.7	- -	- -	- -	- -	1 0.1		
To explore a new area which you may wish to pursue on your own following completion of the course	4 4.1	7 4.8	3 6.0	5 3.7	4 1.9	- -	3 6.1	- -	26 3.3		
To seek relief from the cares of home and family	- -	- -	- -	- -	5 2.4	- -	- -	- -	5 0.6		
To seek relief from boredom	- -	2 1.4	- -	1 0.7	4 1.9	- -	- -	- -	7 0.9		
To seek a prospective wife or husband	- -	- -	- -	- -	- -	- -	- -	- -	- -		
Other	1 1.0	- -	- -	1 0.7	6 2.9	1 1.0	- -	- -	9 1.1		
Totals	105.0*	106.3*	100.0	99.1	106.8*	102.2*	100.0	100.0	103.9*		

*Does not total 100 per cent because some persons stated more than one reason.

Notes on entry to the site, including any relevant information, should only be entered here.

Location	Species	Number	Notes	Time	Observer	Weather	Temperature	Humidity	Wind	Clouds	Other
Area 1: Open field	Grasshopper	1	Large green	10:00	John	Sunny	25°C	60%	Light	10%	
	Fly	2	Common house	10:05	John	Sunny	25°C	60%	Light	10%	
	Butterfly	1	Blue morpho	10:10	John	Sunny	25°C	60%	Light	10%	
	Spider	1	Black and white	10:15	John	Sunny	25°C	60%	Light	10%	
Area 2: Shrubland	Grasshopper	3	Various species	10:20	John	Sunny	25°C	60%	Light	10%	
	Fly	4	Various species	10:25	John	Sunny	25°C	60%	Light	10%	
	Butterfly	2	Various species	10:30	John	Sunny	25°C	60%	Light	10%	
	Spider	1	Black and white	10:35	John	Sunny	25°C	60%	Light	10%	
Area 3: Forest edge	Grasshopper	2	Various species	10:40	John	Sunny	25°C	60%	Light	10%	
	Fly	3	Various species	10:45	John	Sunny	25°C	60%	Light	10%	
	Butterfly	1	Blue morpho	10:50	John	Sunny	25°C	60%	Light	10%	
	Spider	1	Black and white	10:55	John	Sunny	25°C	60%	Light	10%	

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and sales" (21.4 per cent), "managerial" (24.0 per cent), and "technical and trades" (24.8 per cent) indicated that their main reasons for engaging in the adult education program were "improvement of opportunity for advancement" and "re-training for a different job." Less than 10 per cent of the students in each of the occupational categories reported preparation for leisure time as the main reason for enrolling in the adult education evening program.

The data in Table XXII, pages 78, 79, and 80, show the reasons for the enrollment of native and immigrant students in the adult education program. The foreign-born students are divided into the following five groups according to the country from which they emigrated: Group 1 - emigrants from the British Isles; Group 2 - emigrants from Continental Europe and Scandinavia; Group 3 - emigrants from Asia; Group 4 - emigrants from United States and West Indies; and Group 5 - emigrants from Australia and New Zealand.

Approximately 26 per cent of the native students and about 24 per cent of the immigrant students stated that their main reason for enrolling in the adult education program was "to increase present knowledge for personal satisfaction." Almost an equal proportion of both types of students (19.7 per cent of the native and 19.3 per cent of the immigrant) reported that their primary reason for enrolling was "to improve competence in a previously acquired skill." The proportion of native students (7.1 per cent) who stated "preparation for leisure" as their main reason for enrolling, was about three times as great as the proportion of immigrant students (2.5 per cent) who reported the same reason. About 12 per cent of the immigrant students compared to 8.4 per

TABLE XXII

NATIVE AND IMMIGRANT STUDENTS' REASONS FOR ENROLLING
IN THE ADULT EDUCATION PROGRAM

Reasons For Enrolling	Immigrant Students**						Native Students (N = 702)	
	Group 1 (N = 35)	Group 2 (N = 125)	Group 3 (N = 8)	Group 4 (N = 28)	Group 5 (N = 1)	Total Immigrant Students (N = 197)	No.	Per Cent
To improve competence in a previously acquired skill	7 20.0	17 13.6	- -	13 46.4	1 100.0	38 19.3	138	19.7
To learn a new skill	2 5.7	9 7.2	- -	1 3.6	- -	12 6.1	59	8.4
To obtain a high school diploma with the intention of attending a technical or trade school	- -	2 1.6	- -	- -	- -	2 1.0	14	2.0
To obtain a high school diploma with no intention of attending a technical or trade school	- -	1 0.8	- -	1 3.6	- -	2 1.0	3	0.4
To obtain high school matriculation with no intention of attending university or junior college	- -	3 2.4	- -	- -	- -	3 1.5	9	1.3
To obtain high school matriculation with the intention of attending university or junior college	2 5.7	16 12.8	- -	1 3.6	- -	19 9.6	108	15.4

TABLE XXII (Continued)

Reasons For Enrolling	Immigrant Students**										Native Students (N = 702)	
	Group 1 (N = 35)	Group 2 (N = 125)	Group 3 (N = 8)	Group 4 (N = 28)	Group 5 (N = 1)	Total Immigrant Students (N = 197)	Per No.	Cent	Per No.	Cent	Per No.	Cent
To improve opportunity for advancement in your present job	5 14.3	17 13.6	1 12.5	1 3.6	-	24 12.2	59	8.4				
To obtain re-training for a job different from the one you now hold	2 5.7	4 3.2	-	1 3.6	-	7 3.6	13	1.9				
To learn to speak and write English	-	8 6.4	4 50.0	1 3.6	-	13 6.6	1	0.1				
To learn to speak a foreign language	3 8.6	2 1.6	-	2 7.1	-	7 3.6	20	2.8				
To become a more competent and effective citizen	2 5.7	1 0.8	-	1 3.6	-	4 2.0	11	1.6				
To increase present knowledge for personal satisfaction	7 20.0	34 27.2	1 12.5	5 17.9	-	47 23.9	184	26.2				
To build self-confidence	-	1 0.8	1 12.5	1 3.6	-	3 1.5	12	1.7				
To prepare for a hobby or leisure-time activity	2 5.7	1 0.8	1 12.5	1 3.6	-	5 2.5	50	7.1				
To associate with others with similar interests	-	2 1.6	-	-	-	2 1.0	2	0.3				
To make new friends	-	1 0.8	-	-	-	1 0.5	-	-				

TABLE XXII (Continued)

Reasons For Enrolling	Immigrant Students**						Native Students (N = 702)	
	Group 1 (N = 35)	Group 2 (N = 125)	Group 3 (N = 8)	Group 4 (N = 28)	Group 5 (N = 1)	Total Immigrant Students (N = 197)	No.	Per Cent
To explore a new area which you may wish to pursue on your own following completion of the course	2 5.7	3 2.4	-	1 3.6	-	6 3.0	24	3.4
To seek relief from the cares of home and family	-	-	-	-	-	-	5	0.7
To seek relief from boredom	-	-	-	-	-	-	7	1.0
To seek a prospective wife or husband	-	-	-	-	-	-	-	-
Other	1 2.3	2 1.6	-	-	-	3 1.5	7	1.0
No Response	-	1 0.8	-	-	-	1 0.5	-	-
Totals	100.0	100.0	100.0	107.4*	100.0	100.9*		103.4*

*Does not total 100 per cent because some persons stated more than one reason.

**Group 1 - British Isles
Group 2 - Continental Europe and Scandinavia
Group 3 - Asia

Group 4 - North America and West Indies
Group 5 - Australia and New Zealand

cent of the native students indicated that their reason for enrolling in the adult education program was "to improve opportunity for advancement" in their jobs.

An equal proportion (20.0 per cent) of the students who emigrated from the British Isles reported, as their primary reasons for enrolling, "to improve competence in a previously acquired skill" or "to increase present knowledge for personal satisfaction." Over one-quarter (27.2 per cent) of the students who emigrated from Continental Europe and Scandinavia stated "to increase present knowledge for personal satisfaction" as their reason for enrolling. An equal proportion (13.6 per cent) of the students in this group stated that their main reason for engaging in adult education was "to improve competence in a previously acquired skill" or "to improve opportunity for advancement in your present job." Four of the eight students who emigrated from Asia stated that their primary purpose for enrolling was "to learn to speak and write English." Almost one-half (46.6 per cent) of the students who emigrated from United States and the West Indies enrolled in the adult education program "to improve competence in a previously acquired skill" while about 18 per cent (17.9) enrolled "to increase present knowledge for personal satisfaction."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine adult students' reasons for participating in the adult education program, to determine their course preferences, and to describe the personal, educational, and occupational characteristics of the students. Responses to thirteen specific questions enumerated in Chapter I were sought. Data for this study were obtained by means of a questionnaire distributed to 1,273 adult students who were enrolled in the adult education programs at the Lethbridge Junior College. Nine hundred and five or 71.1 per cent of the questionnaires were returned and of this number 899 questionnaires were analyzed to provide data for the study. The responses obtained from the students were reported in terms of frequencies and percentages.

I. BIOGRAPHICAL, EDUCATIONAL, AND OCCUPATIONAL CHARACTERISTICS OF ADULT EDUCATION STUDENTS

Almost equal proportions of male and female adult education students participated in the study. Males numbered 464 (51.6 per cent) whereas females numbered 435 (48.4 per cent). The greatest proportion (68.1 per cent) of the male students was between the ages of 17 and 39 years; the greatest proportion (74.2 per cent) of the female students was between the ages of 20 and 49. An equal proportion (2.8 per cent) of the male and female students indicated that they were 60 years of age or older. Approximately sixty-six per cent of the students indicated that they were married while fewer than thirty per cent reported single

status.

One hundred and ninety-seven (21.9 per cent) of the adult education students were born outside Canada. The majority of the foreign-born students (63.5 per cent) emigrated from fifteen countries in Continental Europe and Scandinavia. Seventy-two per cent of these students emigrated from Holland, Germany, and Russia. Thirty-five of the students (17.8 per cent) emigrated from the British Isles and 28 students (14.2 per cent) emigrated from United States and the West Indies. Eight students (14.1 per cent) emigrated from Asia and only one student (0.5 per cent) emigrated from Australia. About two-thirds (67.5 per cent) of the foreign-born students had resided in Canada 20 or fewer years and about one-third (32.5 per cent) had resided in Canada for more than 20 years.

Over 90 per cent (92.4) of the adult students stated that they had completed at least part of their high school education. Almost 50 per cent (46.2) of the students had attended a post-high school educational institution for one or more years. A greater proportion of the female students than male students had attended a post-high school educational institution. Almost equal proportions of male and female students indicated that they had completed high school but had not attended a post-high school educational institution. A greater proportion of male students than female students reported that they had only partially completed their high school education. Approximately 50 per cent (49.5) of the male students and approximately 73 per cent of the female students who attended a post-high school educational institution reported attendance at a university or junior college. Proportionately more male students than female students attended a technical institute or trade school but

proportionately more female students than male students attended a business college.

Five occupational categories represented the full-time employment of 88.2 per cent of the adult education students. Approximately 27 per cent (26.7) of the students were homemakers. About 19 per cent (18.6) of the students were engaged in professional occupations, 17.3 per cent in agricultural occupations, 13.0 per cent in technical and trades occupations, and 12.6 per cent were engaged in clerical and sales occupations. Approximately 15 per cent (14.5) of the students were engaged in managerial, unskilled, or service occupations. Less than two per cent (1.9) of the students were retired or unemployed.

II. COURSE PREFERENCES OF ADULT EDUCATION STUDENTS

Approximately two-thirds (65.9 per cent) of the students were enrolled in the following course areas: Academic (Grade XII matriculation) Courses, General Courses, Agriculture, Sewing, and Teacher Upgrading. Proportionately more of the younger students (under 40 years of age) were enrolled in the Academic (Grade XII matriculation) courses, while a greater proportion of the older students (40 years of age and over) were enrolled in General Courses, Agriculture, Sewing, and Teacher Upgrading. More than one-half (57.1 per cent) of the students stated that they had not previously engaged in adult education programs. Of those students who indicated that they had taken adult education courses at some previous time, those who reported the highest educational attainment also reported a greater degree of participation in previous programs. Those course areas in which the majority of the students

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were enrolled were also the course areas, with the addition of Business Education, in which the majority of the students stated they planned to enrol in subsequent programs. The rank order of the course areas in which the majority of the students indicated future preference was: Academic (Grade XII matriculation) Courses, Agriculture, General Courses, Business Education, Sewing, and Teacher Upgrading.

III. REASONS FOR ENROLLING IN ADULT EDUCATION PROGRAMS

More than two-thirds (68.4 per cent) of the adult education students reported the following reasons for enrolling in the adult education program: "to increase present knowledge for personal satisfaction," (25.8 per cent); "to improve competence in a previously acquired skill," (19.5 per cent); "to obtain high school matriculation with the intention of attending university or junior college," (14.0 per cent); and "to improve opportunity for advancement in your present job," (9.1 per cent). Proportionately more students who were less than 50 years of age stated "to increase present knowledge for personal satisfaction" as their primary reason for taking adult education courses, whereas proportionately more students 50 years of age or older stated that their primary reason was "to improve competence in a previously acquired skill." With the exception of those students who had not completed grade school, proportionately more students, regardless of their educational attainment, reported that their main reason for engaging in adult education was "to increase present knowledge for personal satisfaction." An analysis of expressed reasons according to the occupational category reported by the students yielded similar findings with the exception of those students engaged in professional

and agricultural occupations who stated that their primary reason for taking adult education courses was "to improve competence in a previously acquired skill." The reasons "to increase present knowledge for personal satisfaction" and "to improve competence in a previously acquired skill" were ranked first and second, respectively, by both the native and immigrant students. "To obtain high school matriculation with the intention of attending university or junior college" ranked third among the native students while "to improve opportunity for advancement in your present job" ranked third among immigrant students. The reason, "to prepare for a hobby or leisure-time activity", ranked sixth among native students and tenth among immigrant students.

CONCLUSIONS

The conclusions which apply to the population of adult education students enrolled in the 1966-67 adult education evening program at the Lethbridge Junior College are:

- (1) The adult education program attracted male and female students in approximately equal proportions. This conclusion is supported by the fact that 51.6 per cent of the students were males and 48.4 per cent were females.
- (2) The majority of the adult education students were between 20 and 60 years of age. This conclusion is supported by the fact that only 12.6 per cent of the students were under 20 years of age and only 2.7 per cent of the students were 60 years of age or over.

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- (3) The majority of the students were born in Canada. This conclusion is supported by the fact that 78.1 per cent of the students were Canadian born.
- (4) Proportionately more immigrant students who engaged in adult education activities emigrated from Continental Europe. This conclusion is supported by the fact that 62.4 per cent of the immigrant students came from Continental Europe.
- (5) The majority of the adult education students had completed nine or more years of formal schooling. This conclusion is supported by the fact that 66 per cent of the students had either completed their high school education or engaged in some type of post-high school training.
- (6) Female students who were homemakers or who were engaged in professional occupations enrolled in adult education activities more frequently than females in other occupations. This conclusion is supported by the fact that 83.6 per cent of the female students were homemakers or were employed in professional occupations.
- (7) Male students in the occupational categories of agriculture, technical and trades, and professions enrolled in the adult education program more frequently than male students engaged in other occupations. This conclusion is supported by the fact that 66.7 per cent of the male students were engaged in these occupations.
- (8) General interest courses, high school matriculation courses, agricultural courses, and sewing courses attracted the majority

of the adult education students. This conclusion is supported by the fact that over one-half (57.6 per cent) of the students were enrolled in these four course areas.

- (9) The majority of the adult education students were not "continuing learners". This conclusion is supported by the fact that 57.1 per cent of the students reported that they had not previously taken any adult education courses.
- (10) Students who reported post-high school training appeared to be more active in adult education programs than those who reported lower educational attainment. This conclusion is supported by the fact that 199 of the 415 students (48.0 per cent) who attended a post-high school educational institution had taken one or more previous adult education courses. Fourteen of these students each reported previous enrollment in more than five courses.
- (11) Adult students who plan to participate in subsequent adult education programs prefer to enrol in high school matriculation courses, agricultural courses, general interest courses, and business education courses. This conclusion is supported by the fact that 48.3 per cent of the students expressed their intention to enrol in the above-mentioned courses in future adult education programs.
- (12) Most of the students enrolled in the adult education program to increase their knowledge, to improve skills, or to obtain high school matriculation. This conclusion is supported by the fact that these three reasons were reported by 59.3 per

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cent of the total adult student population.

- (13) Both immigrant and native students appeared to enrol in adult education programs for similar reasons. This conclusion is supported by the fact that 43.2 per cent of the immigrant students and 45.9 per cent of the native students enrolled in the adult education program to increase present knowledge and to improve skills.
- (14) Most students apparently did not perceive the adult education program as a means of preparing for productive use of leisure time. This conclusion is supported by the fact that, of the total student population, less than seven per cent stated that their main reason for enrolling in the adult education program was "to prepare for a hobby or leisure-time activity."

RECOMMENDATIONS

The findings of this study suggest the following recommendations:

- (1) Consideration should be given to determining why the adult education program fails to attract a greater number of individuals of low educational attainment.
- (2) Consideration should be given to determining why the adult education program fails to attract a greater number of senior citizens of the community.
- (3) A study of non-participants is needed to determine their reasons for not engaging in the adult education program.
- (4) A study is needed to determine whether or not students who

enrol in adult education programs for the first time continue to engage in further adult education activities.

- (5) A study is needed to determine whether or not the courses in which adult students enrol meet or satisfy their expectations.
- (6) A follow-up study is needed to determine how many of the adult students who express their intention to attend university actually do so.
- (7) Further similar studies are needed so that trends in adult education may be identified.

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APPENDIX A

SURVEY OF STUDENTS ENROLLED IN THE ADULT EDUCATION EVENING
PROGRAM AT THE LETHBRIDGE JUNIOR COLLEGE

Directions to Students

1. Please do not write your name on this questionnaire.
2. Please read each question carefully.
3. Please place a check mark (✓) in the appropriate spaces.
4. Space is provided for your comments to some questions. Use this space if you feel some explanation is necessary regarding your answer.

SECTION I BIOGRAPHICAL DATA

- (1) Sex: (A) Male ____ (B) Female ____
- (2) Age: (A) Under 20 years ____ (E) 50 - 59 years ____
(B) 20 - 29 years ____ (F) 60 - 69 years ____
(C) 30 - 39 years ____ (G) 70 years or older ____
(D) 40 - 49 years ____
- (3) Marital Status: (A) Single ____ (C) Married ____
(B) Widowed ____ (D) Divorced or Separated ____
- (4) Were you born in Canada? (A) Yes ____ (B) No ____

If you answered "Yes", go on to Section II.

If you answered "No",

- (a) In what country were you born? _____
- (b) From which country did you emigrate to Canada?

- (c) How long have you resided in Canada?
- (A) Fewer than 5 years ____ (E) 21 - 30 years ____
(B) 6 - 10 years ____ (F) 31 - 40 years ____
(C) 11 - 15 years ____ (G) More than 40 years ____
(D) 16 - 20 years ____

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Instructions to Candidates

1. Please do not write your name on this questionnaire.
2. Please read each question carefully.
3. Please place a check mark (✓) in the appropriate space.
4. Space is provided for your comments on each question. Use this space if you feel that additional information is necessary regarding your answer.

Please do not write in this space

SECTION I: PERSONAL DATA

- (1) Sex: (A) Male _____ (B) Female _____
- (2) Age: (A) Under 20 years _____ (B) 20 - 29 years _____ (C) 30 - 39 years _____ (D) 40 - 49 years _____ (E) 50 - 59 years _____ (F) 60 - 69 years _____ (G) 70 years or over _____
- (3) Marital Status: (A) Single _____ (B) Married _____ (C) Divorced or Separated _____ (D) Widowed _____
- (4) Where born: (A) In Canada _____ (B) In _____ (C) In _____
- If you answered "Yes" to any of questions 1-3, please answer question 4.

SECTION II: EDUCATION

- (1) In what country were you born? _____
- (2) From what country did you migrate to Canada? _____

SECTION III: EMPLOYMENT

- (A) How long have you resided in Canada? _____
- (B) How long have you resided in _____? _____
- (C) How long have you resided in _____? _____
- (D) How long have you resided in _____? _____

SECTION II OCCUPATIONAL DATA

Please do
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- (1) If you are engaged in one or more of the following occupations, check either "Full Time" or "Part Time."

	<u>FULL TIME</u>	<u>PART TIME</u>
(A) Clerical and Sales Occupations (store clerk, salesman, typist, stenographer, etc.)	_____	_____
(B) Professional Occupations (nurse, teacher, lawyer, etc.)	_____	_____
(C) Managerial Occupations (store manager, sales manager, service station operator, etc.)	_____	_____
(D) Agricultural Occupations (farmer, elevator agent, etc.)	_____	_____
(E) Homemaker	_____	_____
(F) Technical and Trades Occupations (radio and T.V. technician, auto mechanic, plumber, carpenter, laboratory technician, etc.)	_____	_____
(G) Unskilled Occupations (farm hand, service station attendant, caretaker, truck driver, etc.)	_____	_____
(H) Service Occupations (nurse's aide, beauty parlor operator, waitress, etc.)	_____	_____
(I) Retired	_____	_____
(J) Unemployed	_____	_____

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- (2) Are you presently gainfully employed and/or self-employed?

(A) Yes _____ (B) No _____

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If you answered "No", go on to Section III.

- (3) If you answered "Yes", for how many years have you been gainfully employed?

	<u>FULL TIME</u>	<u>PART TIME</u>
(A) Less than 1 year	_____	_____
(B) 1 - 4 years	_____	_____
(C) 5 - 9 years	_____	_____
(D) 10 - 14 years	_____	_____
(E) 15 - 19 years	_____	_____
(F) 20 - 24 years	_____	_____
(G) More than 24 years	_____	_____

19.F

20.P

INVESTIGATION OF PRISONERS

1. Is the subject in any of the following categories?
Name of Prisoner: _____

Yes _____
No _____

(1) Political and Social Revolution (Left Wing)
(a) Communist, Social, Revolutionary, etc.

(2) Professional Organization (Labor, etc.)
(a) Communist, etc.

(3) Intellectual Organization (Labor, etc.)
(a) Communist, etc.

(4) Intellectual Organization (Labor, etc.)
(a) Communist, etc.

(5) Communist

(6) Political and Social Revolution (Right Wing)
(a) Fascist, etc.

(7) Intellectual Organization (Labor, etc.)
(a) Communist, etc.

(8) Intellectual Organization (Labor, etc.)
(a) Communist, etc.

(9) Communist

(10) Communist

(11) Is the subject a member of any of the following?

(a) Yes _____
(b) No _____

If no answer, state "No" or "Not known."

(12) Is the subject a member of any of the following?
(a) Yes _____
(b) No _____

Other Information

(A) Date of Birth _____

(B) Date of Entry _____

(C) Date of Release _____

(D) Date of Death _____

(E) Date of Escape _____

(F) Date of Arrest _____

(G) Date of Release _____

SECTION III EDUCATIONAL DATA

Please do
not write in
this space

(1) Did you complete grade school? i.e. Grades 1 - 8.

(A) Yes _____ (B) No _____

21

(2) If you answered "No", what was the last grade you completed?

(A) Grade One _____ (E) Grade Five _____

(B) Grade Two _____ (F) Grade Six _____

(C) Grade Three _____ (G) Grade Seven _____

(D) Grade Four _____ (H) Grade Eight _____

22

(3) If you did not receive any formal schooling, please check here. _____

23

(4) Did you receive your grade school education in Canada?

(A) Yes _____ (B) No _____

24

(5) If you answered "No", in what country(s) did you attend grade school?

25

Comment, if necessary. _____

(6) Did you complete high school? (A) Yes _____ (B) No _____

26

(7) If you answered "No", what was the last grade you completed?

(A) Grade Nine _____ (D) Grade Twelve _____

(B) Grade Ten _____ (E) Grade Thirteen _____

(C) Grade Eleven _____

27

(8) Did you receive your high school education in Canada?

(A) Yes _____ (B) No _____

28

(9) If you answered "No", in what country(s) did you attend high school?

29

Comment, if necessary. _____

UNITED STATES DEPARTMENT OF AGRICULTURE

Form 102-1 (Rev. 1-15-40) (Use for all reports)

(1) Name of the person or persons making the report

(2) Title of the report

(3) Date of the report

(4) Place of the report

(5) Name of the person or persons to whom the report is made

(6) Name of the person or persons who prepared the report

(7) Title of the report

(8) Title of the report

(9) Name of the person or persons making the report

(10) Title of the report

(11) Title of the report

(12) Title of the report

(13) Title of the report

(14) Title of the report

(15) Title of the report

(16) Title of the report

(17) Title of the report

(18) Title of the report

(19) Title of the report

(20) Title of the report

(10) Did you attend a post-high school educational institution on a full-time basis?

(A) Yes ____ (B) No ____

Please do not write in this space

30

(11) If you answered "Yes", circle the number of years you attended one or more of the following:

No. of Years

(A) Technical Institute or Trade School
(include apprenticeship training)

1 2 3 4 5 6

31.A

(B) University and/or Junior College

1 2 3 4 5 6

32.B

(C) Business College

1 2 3 4 5 6

33.C

(D) Bible College or Church Seminary

1 2 3 4 5 6

34.D

(E) Agricultural School

1 2 3 4 5 6

35.E

(F) Other (specify) _____

1 2 3 4 5 6

36.F

(12) Have you taken any technical, trade, or vocational correspondence courses?

(A) Yes ____ (C) How many ____

37

(B) No ____

38.C

SECTION IV COURSE DATA

(1) In how many courses are you enrolled in the Lethbridge Junior College adult education evening program?

(A) One ____ (B) Two ____ (C) Three ____

39

(2) From which of the following categories were these courses selected? Students enrolled in more than one course may need to check more than one category. (See accompanying list of courses.)

(A) Academic Courses (Grade 12 matriculation subjects) _____

(J) Food Service _____

(B) Academic Courses (Junior and Senior high school courses other than Grade 12 matriculation subjects) _____

(K) General Courses _____

(L) Languages _____

(M) Metals _____

(C) Agriculture _____

(N) Photography _____

(D) Art _____

(O) Power (Steam) Engineering _____

(E) Automotives _____

(P) Recreation _____

(F) Business Education _____

(Q) Sewing _____

(G) Drama _____

(R) Teacher Upgrading _____

(H) Electronics _____

(S) Writing _____

(I) English _____

40AI

41JR

42S

(3) Please state the names of the courses in which you are presently enrolled in the evening program at the Junior College.

(A) _____ (B) _____

(C) _____

Please do
not write in
this space

(4) Check your main reason for enrolling in the present adult education evening program. Check only one.

(A) To improve competence in a previously acquired skill _____

(B) To learn a new skill _____

(C) To obtain a high school diploma with the intention of attending a technical or trade school _____

(D) To obtain a high school diploma with no intention of attending a technical or trade school _____

(E) To obtain high school matriculation with no intention of attending university or junior college _____

(F) To obtain high school matriculation with the intention of attending university or junior college _____

(G) To improve opportunity for advancement in your present job _____

(H) To obtain re-training for a job different from the one you now hold _____

(I) To learn to speak and write English _____

(J) To learn to speak a foreign language _____

(K) To become a more competent and effective citizen _____

(L) To increase present knowledge for personal satisfaction _____

(M) To build self-confidence _____

(N) To prepare for a hobby or leisure-time activity _____

(O) To associate with others with similar interests _____

(P) To make new friends _____

(Q) To explore a new area which you may wish to pursue on your own following completion of the course _____

(R) To seek relief from the cares of home and family _____

(S) To seek relief from boredom _____

(T) To seek a prospective wife or husband _____

(U) Other (specify) _____

Comment, if necessary. _____

43AI

44JR

45SU

Please do
not write in
this space

(5) How many courses have you taken in previous adult education programs? Include those taken at the Lethbridge Junior College, at any other educational institution, or by correspondence. Do not include the courses you are now taking.

(A) None ____ (B) One ____ (C) Two ____ (D) Three ____

(E) Four ____ (F) Five ____ (G) More than Five ____

46

(6) From which of the following categories were your previous courses selected? Check more than one category if necessary.

(A) Academic Courses (Grade 12 matriculation subjects) ____

(J) Food Service ____

(B) Academic Courses (Junior and Senior high school courses other than Grade 12 matriculation courses) ____

(K) General Courses ____

(L) Languages ____

(M) Metals ____

(C) Agriculture ____

(N) Photography ____

(D) Art ____

(O) Power (Steam) Engineering ____

(E) Automotives ____

(P) Recreation ____

(F) Business Education ____

(Q) Sewing ____

(G) Drama ____

(R) Teacher Upgrading ____

(H) Electronics ____

(S) Writing ____

(I) English ____

(T) Other (specify) ____

47AI

48JR

49ST

(7) Do the courses which you are now taking fit into a long-range educational goal?

(A) Yes ____ (B) No ____

50

(8) Do the courses which you are now taking fit into a long-range career goal?

(A) Yes ____ (B) No ____

51

Please do
not write in
this space

(9) Do you plan to enroll in future adult education programs?

(A) Yes ____ (B) No ____ (C) Undecided ____

52

(10) If you answered "Yes", in which area would you prefer to enroll?
Check only one.

(A) Academic Courses (Grade 12
matriculation subjects) ____

(J) Food Service ____

(B) Academic Courses (Junior and
Senior high school courses
other than Grade 12
matriculation subjects) ____

(K) General Courses ____

(L) Languages ____

(M) Metals ____

(C) Agriculture ____

(N) Photography ____

(D) Art ____

(O) Power (Steam) Engineering ____

(E) Automotives ____

(P) Recreation ____

(F) Business Education ____

(Q) Sewing ____

(G) Drama ____

(R) Teacher Upgrading ____

(H) Electronics ____

(S) Writing ____

(I) English ____

(T) Other (specify) ____

53AI

54JR

55ST

Comment, if necessary. _____

LETHBRIDGE JUNIOR COLLEGE

Drawer 428

Lethbridge, Alberta

Dear Adult Student:

As the Lethbridge Junior College is a young, growing institution (including the adult education department), we would like you to help us make the College serve you in the best possible way that it can.

You can help us to help you by completing the enclosed questionnaire and returning it to me at your earliest convenience in the self-addressed, post-paid envelope.

This questionnaire is being sent to all the adult students who are presently enrolled in one or more courses in the adult education evening program. All information will be held in strict confidence.

Your co-operation, which is necessary for future growth and development of the adult education program, will be greatly appreciated.

Yours truly,

A handwritten signature in cursive script that reads "Darrel R. Maisey".

Darrel R. Maisey
Former Director of Adult Education

APPENDIX B

APPENDIX B

L E T H B R I D G E J U I O R C O L L E G E

Drawer 428
Lethbridge, Alberta

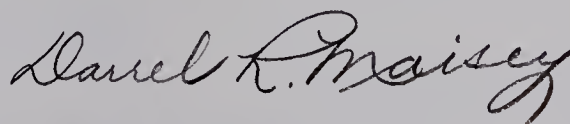
Dear Adult Student:

Recently, a questionnaire concerning your participation in the Adult Education Evening Program at the Lethbridge Junior College was sent to you.

I am sure than you realize that the value of such a survey depends on the return of as many completed questionnaires as possible.

If you have not already returned your completed questionnaire, would you please take a few minutes to fill it in and mail it to me at your earliest convenience.

Yours truly,

A handwritten signature in cursive script that reads "Darrel R. Maisey".

Darrel R. Maisey
Former Director of Adult Education

APPENDIX C

LETHBRIDGE JUNIOR COLLEGE

Evening Courses for Adults - Fall Semester

Academic Courses

Grade 12 high school matriculation
courses

Academic Courses

High school courses other than
Grade 12 matriculation courses

Agriculture

Farm Finance and Records
Farm Mechanics
Soils and Fertility

Art

Still Life and Figure Drawing
Painting I and II

Automotives

Car Owners Course for Women
Basic Diesel Course for Men

Business Education

Typewriting
Shorthand
Business Machines
Bookkeeping
Advanced Bookkeeping & Accounting
Office Management & Business Admin.
Data Processing

Electronics

Basic Electronics
Amateur Radio

English

Basic English for New Canadians
Advanced English for New Canadians
Effective Speaking (Public)

Food Service

Cooking Class for Women
Cooking Class for Men
Culinary Arts

Metals

Welding, Beginners

Languages

French (Oral)
Japanese, Beginners
Russian, Beginners
Spanish

Photography

Photography, Beginners

Power (Steam) Engineering

Power Engineering, 4th Class
Power Engineering, 3rd Class

Sewing

Sewing, Basic
Sewing, Intermediate
Sewing, Advanced
Knitting, Beginners

Teacher Upgrading

Biology 30 for Teachers
Librarian's Course
Modern Math, Grades 1 to 6

Writing

Creative Writing, Basic

General Courses

The Changing Church
Human Relations in the
Business World
Introduction to Psychology
Drafting and Blue Print
Reading

LETHBRIDGE JUNIOR COLLEGE

Evening Courses for Adults - Spring Semester

Academic Courses

Grade 12 high school matriculation courses (Courses numbered 30 or higher)

Academic Courses

High school courses other than Grade 12 matriculation courses

English

Basic English for New Canadians

General Courses

Comparative Religion
Flower Arranging
Home Planning
Investment Management
Law for the Layman
Law for the Modern Woman
Modern Mathematics for Parents
Personality Development
Sales and Marketing Management

Food Service

Cooking Class for Men

Sewing

Knitting, Advanced
Millinery

Writing

Creative Writing (Workshop)

Photography

Photography, Advanced

Languages

Scandinavian Language

Agriculture

Operation and Maintenance of Farm Machinery

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